DOCUMENT RESUME

ED 209 867 EC 140 384

TITLE	Counseling Special Students--Newsletters.
INSTITUTION	Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	81
CONTRACT	300-78-0023
NOTE	92p.; Parts are marginal and may not reproduce well.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Counseling Techniques; *Disabilities; *School Counseling; Secondary Education; State Programs
IDENTIFIERS	*Counseling Special Students Project; Iowa

ABSTRACT

The document contains two years (15 issues) of the newsletter "Counseling Special Students," a product of a 3 year Iowa project of the same name designed to meet the guidance needs of handicapped secondary students. The newsletters typically contain a lead article, suggested resources, ideas, and dates of upcoming meetings. Lead articles deal with the following topics: the school counselor and the individualized education program, counseling techniques, parents' perspective, peer counseling/tutoring, building acceptance of the handicapped student, a student's view of educational counseling, grading alternatives for handicapped students, a visually impaired student's view, the referral process, individual counseling techniques, group counseling techniques, counseling behavioral disordered students, and the working together of counselors and special and general educators. (DB)

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COUNSELING SPECIAL STUDENTS

NEWSLETTERS

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Curriculum and Inservice Grants
under P.L. 94-482 - Vocational Education

Coordinated through the Area Schools and
Career Education Branch
Department of Public Instruction

Funds available to the Division of Special Education,
Department of Public Instruction through Part C,
Education for All Handicapped Children Act

Coordinated and Supervised
by the

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Des Moines, Iowa 50311
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This newsletter was developed pursant to an agreement with the Guidance Services Section and Special Needs Section of the Iowa Department of Public Instruction (DPI) by the Midwest Regional Resource Center (MRRC), Drake University. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Iowa Department of Public Instruction, and no official endorsement by the Iowa Department of Public Instruction should be inferred.

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YEAR 1 - 1979 - 1980

COUNSELING SPECIAL STUDENTS

NO 1

CSS, WHAT'S IT ALL ABOUT?

Counseling for Special Students (CSS), a three year statewide project has begun this school year. Designed to help the guidance needs of handicapped secondary students, the project is a direct result of information obtained several years ago in a statewide survey of counselors. The results indicated counselors want assistance in identifying and providing services to handicapped youth.

The project will provide information, training, and materials to counselors concerned with special education students. It has four basic components: 1) commercial and counselor-constructed materials will be reviewed to determine their usefulness to counselors in their work with handicapped. Counselors will be informed about reccommended materials; 2) inservice modules and activities for counselors and special educators will be developed and conducted; 3) counselors will be encouraged to develop their own local projects in counseling special students; and 4) increased communication among counselors and special educators will be sought.

The project's first activities include a series of seminars that have been scheduled at AEAs to inform counselors of the project and explore ways in which they can become involved; the publication of a newsletter which will be published monthly throughout the school year to provide resources for school counselors; the formation of a project advisory board and the development of two statewide surveys to determine what guidance and counseling services for special education students currently exist. One survey will be sent to counselors and one to special educators. The results will be published in the newsletter.

The Special Needs Section, Guidance Services Section, Special Education Division of DPI and University of Iowa are the project's sponsors. The Midwest Regional Resource Center at Drake University will assist with the project's implementation through technical assistance and financial support.

All counselors are invited to contact Georgine Steinmiller, project coordinator, if they have any information on guidance materials that can be used with handicapped students or with any thoughts or questions about the project. Her address is 413 Jefferson Building, University of Iowa, Iowa City, Iowa 52240 or phone 319/353-3723. Co-directors of the project are David Jepsen, Division of Counselor Education and Paul Retish, Division of Special Education, University of Iowa.

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

THE SCHOOL COUNSELOR AND THE IEP PROCES

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In 1975, the Education for All Handicapped Children Act, P.L. 94-142, was passed by the United States Congress. The Act mandates that each handicapped student is entitled to an appropriate education at public expense. This education is managed through an individualized education program (IEP) which is developed for each handicapped student by a team. The team is composed of a local school district representative, the student's teacher(s), the parents, and the student, when appropriate. Other specialized personnel are also part of the team if their expertise is needed.

This article focuses on the IEP process and counselor's role. This role may vary depending on how the school district views the counselor, the availability of other specialists and whether the counselor works with elementary or secondary students. This article may serve as a review for many counselors who have been participating in the implementation of P.L. 94-142 since 1975. However, for others it may promote additional thoughts on how counselors can contribute to the education of handicapped students.

When defining an IEP, it is helpful to examine each word. Individualized means each IEP addresses itself to the educational needs of a single student rather than a group. Education refers to limiting the IEP to those elements of a student's education that are specifically special education. For example, if a student needs help in the development of social skills, the IEP would address itself to that and not to math. Program means that the IEP is a statement of what actually will be provided to the student. It is not as detailed as a daily lesson plan but is more complex than a statement such as "the student will complete the tenth grade curriculum". The IEP is often referred to as a management tool.

The format of the IEP is clearly stated in the regulation of P.L. 94-142. Each student's IEP is to contain a statement of his/her present level of performance, the goals and objectives the team thinks he/she can accomplish in one year, the procedures that will be used to evaluate the degree to which the student has achieved the objective, projected dates for the initiation of services and the anticipated duration of them, a statement of the specific special education and related services to be provided to the student and the extent to which he/she will participate in general education programs. The law defines a related service as "such developmental, corrective, and other supportive services as may be required to assist a handicapped student to benefit from special education". Counseling and guidance activities are considered to be such services.

The process of developing an IEP for a handicapped student is composed of six steps: pre-referral activities, referral, assessment, writing the IEP, implementing and reviewing it. Counselors can be actively involved as a team member in each of these stages.

Pre-referral activities are those that a counselor, parent, teacher, or principal can conduct when they first suspect a student has an educational problem. These procedures include informal screening to determine if the student really has a problem and making minor adjustments in the classroom environment and/or academic approaches in an attempt to alleviate the student's problem. As the name indicates, these activities occur before the student has been referred for special education services. Some informal screening procedures a counselor can conduct to help to determine if the student

(continued on page 3)

THE SCHOOL COUNSELOR...

really has a problem of if it's just "one of those days" are:
1) review the student's permanent folder to uncover behavior or learning problems;
2) observe interactions a student has with other students and teachers;
3) ask the student if he/she feels he/she has a problem, and, if so, what could be done to solve it.
Besides performing these activities, the counselor may recommend that the principal and/or the student's teachers also conduct an informal screening.

If the information gathered from the informal screening indicates a problem exists, the counselor may seek some adjustments in the student's school environment or suggest some alternatives to teachers. Some modifications include:
1) asking the student to make an oral rather than a written response;
2) presenting material orally rather than asking the student to read it;
3) establishing a peer tutoring system.

Both the screening and modifications are simple procedures designed to alleviate the student's problem to avoid referral for special services. If these modifications do not help the student, it is time to progress to the second stage of the IEP process--referral. The counselor may be involved in this step in two ways. First, he/she may refer a student by completing the referral form in as much detail as possible using the information gathered from the pre-referral activities and other sources. Second, he/she, with other educators, may screen referrals to determine which students need to be assessed and which might benefit from additional minor adjustments in their classroom environments.

Stage three in the IEP process is assessment. A team is formed to gather information about the student to make decisions about his/her educational development. The team decides what information is needed and who should collect it. The counselor might gather information about the student's attendance, health, social and personal skills, interests, learning style and so on. Other team members may also be involved in data collection. For example, a classroom teacher may analyze math assignments to determine if the student exhibits a pattern in the errors he/she makes. A special educator may administer reading tests to determine the student's strengths and weaknesses. The student's parents may talk with their child about what helps and hinders his/her progress in school.

After the assessment data is collected, the team writes the IEP and decides in what program the student can best be taught the IEP's goals and objectives. The counselor can be actively involved in writing the IEP by contributing the assessment information he/she had gathered, stating ideas on what the goals and objectives for the student should be and helping determine the best placement for the student. Because of his/her unique knowledge of the total school, the counselor may be especially helpful to the team as they discuss the appropriate placement by outlining the various options that exist within the building and district.

The fifth stage, implementation of the IEP, begins after the IEP document is completed. The counselor may be very involved during this stage. For example, if counseling is listed as a related service on the IEP he/she may provide this service to the handicapped student. Or, the counselor may assist with the IEP implementation by preparing non-handicapped students to accept and work with the handicapped student who may enter their class or building. He/she may consult with the classroom teachers, coordinate related services provided by other agencies, such as vocational rehabilitation, counsel parents of handicapped students, monitor students' progress, and records.

Continued

The last stage of the IEP process is to review the IEP to determine if the student has achieved the goals and objectives. The counselor, as well as the other team members, share the data they have gathered during the implementation stage on how the student is progressing. Based on this information, the counselor and other team members revise the IEP.

In summary, P.L. 94-142 has several implications for counselors. It is probable that the counselor's involvement with handicapped students will increase as the law continues to be implemented. The increased involvement may take many forms and may be a major or minor time commitment depending on the school district's definition of the counselor's role, the age of the students, and the interests of the counselor.

References

1. Ballard, Joseph, Public Law 94-142 and Section 504--Understanding What They Are and Are Not, The Council for Exceptional Children, 1977.

2. "The Federal Regulations for the Implementation of Part B of the Education of the Handicapped Act", The Federal Register, Aug. 23, 1977.

3. Humes, C.W. II, "School Counselors and P.L. 94-142", The School Counselor, Jan. 1978, pp. 192-6.

POSTSCRIPTS ....

Clarification of P.L. 94-142 For The Classroom Teacher, Research for Better Schools, 1700 Market, Philadelphia, PA, 19103, 62 pages, 1978, $3.00.

This guide, intended to help clarify P.L. 94-142 and its implementing regulations, has been designed for regular classroom teachers who have had little experience in working with special education students but who may soon have one or more of the children in their classes or school.

The purposes of this guide are to:
1) outline and summarize those provisions of P.L. 94-142 which are of most concern to the classroom teacher;
2) address some of the questions regarding P.L. 94-142 that have been asked by classroom teachers;
3) increase teachers' sensitivity to the needs of handicapped students;
4) facilitate a team approach to the development of Individualized Education Programs (IEPs);
5) help teachers and students see handicapped children as having personal needs and aspirations similiar to their own;
6) provide highlights of the regulations implementing P.L. 94-142 pertinent to teachers in a ready-reference format and;
7) to provide sources of further information on P.L. 94-142 as it relates to the classroom teacher, mainstreaming classroom activities and organization, and parent/teacher relations.

Developing and Implementing Individualized Education Programs by Ann P. Turnbull, Bonnie B. Strickland, John C. Brontley, Charles E. Merrill Publishing Co., 344 pages, 1978, $8.95

Every educator with responsibility for providing special education and related services to handicapped students has already encountered or will encounter questions about how to develop and implement individualized education programs (IEPs). The competencies of educators associated with IEP development and implementation to a large extent, will determine if the ideal of providing an appropriate education to handicapped students is, indeed, translated into educational practice. This book helps educators answer the question; How can I effectively carry out my responsibilities associated with the IEP?

The book is divided into 4 major parts:
1) The Individualized Education Program: Translating Legislative Requirements into Educational Practice
2) Procedural Guidelines for IEP Development
3) Mechanics of IEP Development and Implementation
4) Orientation of School Faculty

Part 1 includes a thorough analysis of the six major principles of P.L. 94-142, zero reject, non-discriminatory evaluation, individualized educational programs, least restrictive environment, due process, and parental participation.

The six chapters in Part 2 focus on procedural steps from the point of referral of a child for evaluation to the development of the IEP by a specially constituted IEP committee. Part 2, also, helps the reader develop competencies in the educational activities which precede initial IEP development.

Part 3 covers the actual development of the IEP as each chapter focuses on one of the legally required components.

Concluding the book, Part 4 contains two chapters suggesting administrative and staff development strategies for preparing school faculties for IEP responsibilities.

In summary, this book is a complete "how to" guide to the IEP. The contents include sample referral forms, notices to parents, checklists of curriculum and objectives and much more.

TIMELINES ....

The 1979 State of Iowa Council for Exceptional Children (CEC) Convention will be held October 25-27, 1979 in Ames at the Iowa State Scheman Continuing Education Center. For more information contact Tom Kelly, Director of Registration, 215 Quad N, Iowa State University, Ames, Iowa 50011.

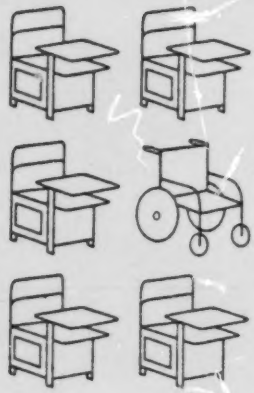
REMEMBER..

THIS NEWSLETTER IS FOR YOU!!!!

Please send all comments, criticisms, and suggestions to the Midwest Regional Resource Center, 1332-26th Street, Des Moines, Iowa 50311.

A REMINDER...

Please return your needs assessment if you have not already done so.



COUNSELING SPECIAL STUDENTS

NO 2

...RESOURCES...RESOURCES...RESOURCES...

The following are books that provide general information about different handicapping conditions or which contain specific techniques for educating handicapped students.

A Family's Guide To: Cerebral Palsy, Tonia S. Twigger, University of Oregon, 1590 Willamette Street, Eugene, OR, 97401, 29 pages, 1978, free single copies.

A Family's Guide To: Epilepsy, Tonia S. Twigger, University of Oregon, 1590 Willamette Street, Eugene, OR, 97401, 29 pages, 1978, free single copies.

Counseling Exceptional Children: The Teacher's Role, Thomas N. Fairchild, Teaching Resources Corporation, 100 Boylston St., Boston, MA, 02116, 111 pages, 1977, $5.95.

Counseling High School Students: Special Problems and Approaches, John G. Cull and Richard E. Hardy, Charles C. Thomas Publisher, 301-327 East Laurence Ave., Springfield, IL, 62703,256 pages, 1974, $10.95.

Counseling with Deaf People, Allen Sussman and Larry Steward, National Association of the Deaf, 814 Thayer Ave., Siver Spring, MD, 20910, 1971. $3.50.

Exceptional Students in Secondary Schools--A Report from the Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs, June Jordan, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091, 120 pages, 1978, $8.75.

Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions, June Foster, Technical Education Research Centers, Inc. 44 Brattle St., Cambridge, MA, 02138, 457 pages, 1977, $15.00.

Janus Job Planner, Wing Jew and Robert Tong, Janus Book Publishers, 3541 Investment Blvd., Suite 5P, Hayward, CA, 94545, 1976, $2.85.

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

And More Resources...

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Mainstream Education For Hearing Impaired Children and Youth, Gary W. Nix, Grune and Stratton, 111 Fifth Ave., New York, NY, 10003, 1976, $15.00.

Mainstreaming: Answers to Your Classroom Management Questions, Guidance Associates, Communications Park, Box 300, White Plains, NY, 10602, 1978, $29.95.
Contains eight individual monographs:

Terminology	15 pages
Assessment and Referral	23 pages
Individualized Instruction	26 pages
Roles and Responsibilities	17 pages
Discipline	22 pages
Disruptive Behavior	28 pages
Crisis in the Classroom	23 pages
Socialization	36 pages

Mainstreaming Language Arts and Social Studies/Special Activities for the Whole Class Anne Adams, Goodyear Publishing Company, 1640 Fifth Street, Santa Monica, CA, 90401, 107 pages, 1977, $10.95.

Mainstreaming Science and Mathematics/ Special Activities for the Whole Class, Anne Adams and Charles Cable, Goodyear Publishing Company, 1640 Fifth Street, Santa Monica, CA 90401, 123 pages, 1976, $7.95/paper, $10.95/ hardcover.

Making It Work-Practical Ideas for Integrating Exceptional Children Into Regular Classrooms, Charlette Hawkins Shepard, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091, 80 pages, 1978, $5.50.

Our Forgotten Children: Hard of Hearing Pupils in the Schools, Julia David, Audio Visual Library Service, University of Minnesota, 3300 University Ave., Minneapolis, MN, 55414, 58 pages, 1977, $2.00.

Supporting Visually Impaired Students In the Mainstream, Glenda J. Martin and Mollie Hoben, Council for Exceptional Children, 1920 Association, Reston, VA, 22091, 73 pages, 1977, $3.00.

Survival Education Catalog, Janus Book Publishers, 3541 Hayward, CA, 94545, 1979, free.

Teaching Mildly Handicapped Children In Regular Classes, Sheila Lowenbraun and James Afleck, Charles E. Merrill Publishing Co., Division of Bell and Howell, 1300 Alum Creek Drive, Columbus, OH, 127 pages, 1976, $5.00.

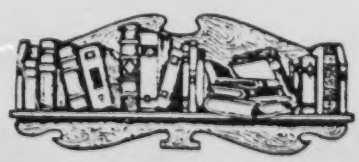
Teaching the Learning Disabled Adolescent, Lester Mann, Houghton Mifflin Company, Two Park Street, Boston, MA, 02107, 317 pages, 1977, $12.95.

The Learning Disabled Adolescent: Program Alternatives in the Secondary School, George Marsh, Carol Gearheart, and Bill Gearheart, C. V. Mosby Co., 11830 Westline Industrial Drive, St. Louis, MO, 63141, 254 pages, 1978, $14.95.

The Learning Disabled Child: A School and Family Concern, J. Jeffries McWhirter, Research Press Company, 2612 North Mattis Ave., Champaign, IL, 61820, 222 pages, 1977, $6.95.

They Grow in Silence: The Deaf Child and His Family, Eugene Mindel and McCay Vernon, National Association of the Deaf, 814 Thayer Ave., Silver Spring, MD, 20910, 1971, $5.50.

When You Have a Visually Handicapped Child In Your Classroom: Suggestions for Teachers, Anne Corn and Iris Martinez, American Foundation for the Blind, 15 West 16th Street, New York, NY, 10011, 28 pages, 1977, free.



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Postscripts...

3

Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions, Technical Education Research Centers, 44 Brattle Street, Cambridge, MA, 02138, 457 pages, 1977, $15.00.

Two basic philosophies underlie this document which was developed to orient counselors to the "issues, materials, practices and resources important in serving students with physical disabilities/chronic health problems". They are 1) that the counselor is a direct service provider and an ombudsman who helps "create a school environment that fosters optimal educational and personal growth, who will advocate for needed school accomodations, and who will recognize the need for, and refer students to, specialized services provided by outside agencies"; and 2) that the "goals underlying the guidance and counseling of both physically disabled and able-bodied students are identical...." There is no "psychology of disability".

This document offers counselors a wealth of information. It contains nine chapters, some of which are: "an overview of physical disabilities and health problems", "coordinating the delivery of services", "personal adjustment", "vocational assessment", "career development and guidance" and "parent involvement". Some of the sections in the chapter on personal adjustment, for example, deal with attitudes toward people who are physically disabled, adjustment to physical disability, group counseling and bibliotherapy.

The second part of the book is a resource list of national and state organizations that serve the handicapped.

Vocational Education Resources...

AGENCIES/ORGANIZATIONS

American Vocational Association 1510 H Street, NW, Washington, DC, 20005, (202/737-3722). Established to provide leadership, professional development activities, and a forum for policy development for vocational educators. Composed of state vocational associations which include personnel from all fields of vocational education, practical arts education, and manpower programs. A Special Needs Section was established in 1975 for personnel serving handicapped and disadvantaged learners.

National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210, 800/848-4815. The National Center provides individuals and groups access to, and assistance in, the use of educational programs, products, and information. It collects and distributes vocational education research and development information, instructional materials, and other publications through a combination of clearinghouses, systems and services.

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National Information Center for the Handicapped, Box 1492, Washington, DC, 20013, (202/833-4163)
Established to help parents of the handicapped children and youth by providing practical advice on finding educational programs and other kinds of special services. Information is also prepared for teachers, psychologists, social workers, and other professionals to assist them in locating useful resources.

The National Network for Curriculum Coordination in Vocational and Technical Education.
The National Network, which now consists of six regional curriculum networks and a National Council, is designed to provide an orderly system for sharing curriculum development products and services. State liaison representatives link localities and the nationwide system and provide individual instructors with with access to information and materials. In Iowa contact: Midwest Curriculum Coordination Center, State Department of Vocational and Technical Education, 1515 West 6th Ave., Stillwater, Oklahoma, 74074, (404/377-2000)

The President's Committee on Employment of the Handicapped, Washington, DC, 20210, (202/961-3401).
This agency conducts educational conferences and also provides information to eliminate physical and psychological barriers; to further education and training toward rehabilitation and employment opportunities; and to create community acceptance of the diasbled.

PUBLICATIONS

Bibliography of Secondary Materials for Teaching Handicapped Students, President's Committee on Employment of the Handicapped, Washington, DC, 1978.

Career Education for Handicapped Children and Youth, Donn E. Brolin and Charles J. Kokaska, Charles E. Merrill Publishing Co., Columbus, OH, 433 pages, 1979, $15.95.

Career Exploration and Preparation for the Special Needs Learner, L. Allen Phelps and Ronald J. Lutz, Allyn and Bacon, Inc., Boston, MA, 351 pages, 1977, $15.95.

Mainstreaming Guidebook for Vocational Educators: Teaching the Handicapped, Peter R. Dahl, Judith A. Appleby, and Dewey Lipe, Olympus Publishing Co., Salt Lake City, Utah, 324 pages, 1978.

Training Programs and Placement Services, Vocational Training and Placement of the Severely Handicapped, Judith A. Appleby and Dewey Lipe, Olympus Publishing Co., Salt Lake City, Utah, 324 pages, 1978.

Vocational Education of Handicapped Students... A Guide for Policy Development, Sharon Davis and Michael Ward, Council for Exceptional Children, Reston, Virginia, 96 pages, 1978.

Vocational Education: Teaching the Handicapped in Regular Classes, Robert A. Weisgerber, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 96 pages, 1978, $8.50.

Vocational Opportunities, Vocational Training and Placement of the Severely Handicapped, Paul F. Cook, Peter R. Dahl, Margaret Ann Gale, Olympus Publishing Co., Salt Lake City, Utah, 163 pages, 1978.

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TEACHER INCENTIVE AWARD GRANTS

An important component of the Counseling Special Students project is identifying possible areas of funding through which local education agency personnel may be able to receive additional monies to implement guidance and counseling activities for handicapped students. The Teacher Incentive Award program (TIA) is one possible source.

ESEA, Title IV, Part C, Teacher Incentive Awards are designed to encourage projects by school staff members working directly with students enrolled in Iowa's elementary and secondary schools. COUNSELORS are eligible applicants for TIAs. Depending on their own local school situation, counselors may want to write projects that would address the needs of handicapped students in such areas as: individual and/or group counseling, testing, occupational information, coordination of community services, self concept, peer relationships, parent involvement, follow-up, or staff involvement/consultation.

Considerations for project approval include: how well the problem is defined, the clarity of objectives, activities, and provisions for evaluation. Approved budget items may include an extended contract for the application, equipment, supplies, and materials, travel, workshop, and consultant fees.

The maximum award per project is $2,000 and it must be completed within one year. The orginator of the idea and writer of the proposal must also implement the project. TIAs are not transferable. If the applicant leaves the school district, the grant does not follow, nor can it be transferred to another staff member in that district.

The local education agency must agree to receive the award and maintain a separate accounting of the expenditures. The application must have the approval of the applicant's principal or supervisor, and the superintendent.

All school districts have been sent copies of the publications titled, Administrative Handbook, ESEA Title IV P. L. 95-561, Parts B,C, and D. Complete guidelines for participation including application materials are contained in this handbook.-- Jim Forsyth, Guidance Services Consultant.

Timelines...

January 9-14, 1980, National Audio-Visual (NAVA) Convention and Exhibit, Georgia World Congress Center/Atlanta, Contact: NAVA, 3150 Spring Street, Fairfax, Virginia, 22031.

February 27-March 1, 1980, Association for Children with Learning Disabilities International Conference, Milwaukee, WI. Contact: ACLD, 4156 Library Road, Pittsburgh, PA, 15234.

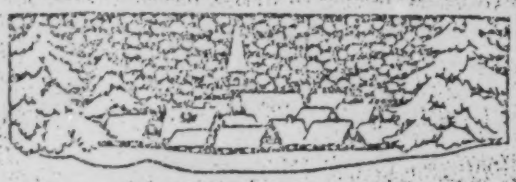
AND A HAPPY

THANKSGIVING...

COUNSELING SPECIAL STUDENTS

NO. 3

Season's Greetings



COUNSELING TECHNIQUES FOR THE SPECIAL STUDENT

Counselors in Iowa tend to be very adaptable persons. When a new technique for working with students is developed, we are among the first to implement the idea and to evaluate the results. For several years some Iowa counselors have been working with special students. With the passage of PL 94-142, the Education for all Handicapped Act, more schools are faced with the responsibility for providing educational services for all students. Counseling the special student is not much different from counseling any other student in your school. Since we in education are attempting to deal with people as individual personalities, we need to remember this same principle when working with the special student.

Perhaps the most important attributes for the counselor to possess are patience, understanding, emotional stability, and a firm manner. Handicapped students need more direction and assistance in learning decision-making skills than most counselors. Small group counseling sessions on topics such as student-teacher assessed needs, extracurricular activities, personal problems, high school plans, post-high school goals, entry level job skills, employment opportunities, listening skills, study and organizational habits, personal values and school orientation functions may be helpful for handicapped students.

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This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

Those activities which should be focused on more directly include helping handicapped students develop job seeking and holding skills and improving study and work habits. Working in groups on personal values and leisure activities are especially needed for these students. Some materials used successfully with the handicapped are AWARE, PROCESS (card deck)*, values clarification activities, various structured experiences(from Pfieffer and Jones)* and other materials from various workshops adapted to fit the attention span, activity level, and reading ability of the students. Activity type learning, which reduces the amount of reading required to learn new skills, works best for this group.

Become A Team

Counselors can also coordinate Resource Team meetings, participate in the IEP process, help the special education teachers schedule handicapped students into general education classes, help determine if the educational placement is appropriate for the individual student, and assist the classroom teacher with behavior management techniques. The special education teacher will have more contact with parents of handicapped students than the counselor, but counselors may want to become more involved with these parents on school matters and personal development skills of the students. Either counselors or special education teachers may have responsibility for teacher-student staffings. This can be worked out by mutual agreement. Most of the assessment and testing activities for handicapped students will be handled by the school psychologist and special education teacher.

Some other concerns that I and the special education teachers with whom I work are: 1) developing an "all-school" awareness of what is expected from the special student in the integrated classroom in terms of classroom behavior and academic achievement; 2) developing an approach to a controversial subject, such as discussing or explaining the "special student" to other students in the regular school setting; and 3) assisting peer tutors who help these students with their academic classes and social behaviors, individually and in groups.

Awareness

In conclusion, one must view the special student as a child in need and work with him/her as an individual personality just as you would any other human being. Counselors need to use the special student classroom teacher as a resource person and not be threatened by the close attachment special students develop toward this teacher and the support that this teacher in turn gives to each special student. BECOME A TEAM.--Flo Smalley, Counselor, Northwest Jr. High School, Iowa City, Iowa.

AWARE and PROCESS are a part of the Department of Public Instruction's Career Information System of Iowa.

From A Handbook of Structured Experiences for Human Relations Training, Vol. I, II, III, Pfeiffer and Jones, University Associates Publishers, Inc., 1974.

POSTSCRIPTS...

Vocational Opportunities, Vocational Training and Placement of the Severely Handicapped, Paul F. Cook, Peter R. Dahl, Margaret Ann Gale, Olympus Publishing Co., Salt Lake City, Utah, 163 pages, 1978.

This handbook describes major barriers confronted by the severely handicapped person who attempts to obtain vocational training and eventual job placement. It also describes strategies for surmounting these barriers. These strategies may be used by the individual worker, by training and placement institutions, or by other advocates seeking to help the handicapped person attain his or her occupational goals.

This handbook identifies potential job and vocational areas for severely handicapped persons. First, it identifies jobs at which persons with severe handicaps have been successful. Then, using the Dictionary of Occupational Titles, (DOT) system of classification, the handbook shows how potential jobs can be extrapolated by idenfifying jobs that have similar worker requirements. Suggestions are made for opening the way to new jobs by managing the barriers that handicapped workers face in obtaining and performing these jobs.

The primary audience of this handbook is for use by those who provide vocational training and job placement services for the severely handicapped or by those who will train or assist personnel who will be providing these services.

While emphasizing the severely handicapped, the strategies and methods presented herein are very applicable for all handicapping conditions.

Things to Do With This Newsletter...

- share it with a special education teacher
- show it to your principal
- stuff it in a cold air crack in your office
- pass it on to a fellow counselor who may not have recieved a copy
- make it into a paper airplane and fly it during the next staff meeting

HAVE YOU SEEN THIS?

Individual and Group Counseling

A competency-based manual for in-service training, by Stanley A. Hagan and Leonard J. Guedalia, Psychoeducational Resources. 2200 46th St., N.W., Washington, D.C., 20007. 238 pages, 1977, $9.00.

PROJECT UPDATE

As part of the Counseling Special Students project, the Special Education Division of the Department of Public Instruction and the Midwest Regional Resource Center sent a questionnaire to all special education teachers. The survey asked teachers to state what they thought counselors should do to help handicapped students, should not do and are currently doing. Over 1,000 surveys were returned and are being analyzed.

The Guidance Services and Special Needs sections and the Counseling Special Students project will soon be sending counselors a similar survey. After that has been returned and analyzed, the results of both will be reported in the newsletter.

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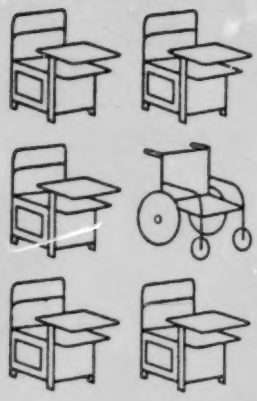

COUNSELING SPECIAL STUDENTS

NO. 4

PARENTS' PERSPECTIVE

Our family just recently discovered how important and helpful school counselors really are. We found that, when approached, counselors are open and honest about situations and then proceed with action. One of the most important attributes we found for a counselor to have is to be sensitive to the needs of the student. In our specific case the physical barrier between classes was eliminated through a class schedule change. We are also excited about elementary school counseling. A counselor visited our daughter's kindergarten class this past fall to discuss emotions which we feel gave her a good start toward knowing that a counselor is a helper and a friend.

As parents of a physically impaired student, the "fine line" of treating our son as any normal student vs. giving him a little more than normal guidance is a difficult problem. We have tried very hard to help him accept his limitations and to do well the things he is capable of doing, but as children become teenagers they accept more openly non-parental stimulation and direction. Since a counselor has much more influence in this area than the parent, we feel that a counselor should require the student to check in on a regular schedule as well as feel free to stop in to visit anytime. We realize assigned case loads are high with much paper work involved and there are only so many hours in a day, but we feel parent involvement is also important. A telephone call at the beginning of the school year explaining the counselor's role in our child's life at school would be most helpful to a strong home-school relationship. This would also assist the counselor if the student was to be held accountable for his/her actions in disciplinary measures.

An important attribute for a counselor to have is to be sensitive to the needs of the student.

We find in visiting with other parents of physically impaired students that, so many times, our students need more motivation and direction from outside sources. It seems that the initiation is cubed into the "I can't because I'm handicapped syndrome". We feel that the counselor can approach this situation in a fresh and professional way that most parents can't when confronted with it everyday.

continued...

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

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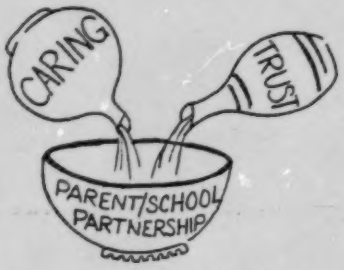
Parents' Perspective cont'd...

One of the basic problems we see when visiting with other parents is the lack of uniformity of counseling services available throughout the state. Some schools handle so well the counseling role for the special needs students whereas some schools simply ignore those students. We realize in viewing these programs that some counselors have a case overload or other school duties, but we do feel strongly that the counselor should be sensitive to and knowledgeable about the problems that the special student faces.



Most counselors have the opportunity to help develop the special student's IEP (individualized education plan). This provides information about the student's medical needs, educational goals and needed services which will be helpful in setting up class schedules, career or vocational plans, etc. When the IEP meeting is held at the beginning of the school year, it allows the counselor to meet and visit with the parents (saves a phone call) and develops a good home-school communication.

After observing other physically impaired adults in today's society, we are most concerned that an effective counseling program be available to help guide our son to a future of being a "contributing citizen" rather than a "welfare case" of the system.—by Marlin and Phyllis Anderson, Des Moines, Iowa.

PARENT DISCUSSION GROUPS

One way to involve parents is through the use of parent groups. The following is excerpted from an article by Dr. Ray E. Brewer from California State University, San Francisco, CA.

Outcomes of Using Parent Discussion Groups:

A. Counselors are assisting parents to change their own behavior through understanding that they arrive at themselves.

B. Individual growth in parent groups comes from the support of the group itself and out of the strength gained from a sharing of experience in an area where parents often feel themselves isolated.

C. Group work with parents doesn't replace individual conferences but does facilitate the job of the counselor by grouping parents according to common problems and working with them in a different way than in a one to one relationship.

D. A study by Shaw and Rector (4) concluded that parent group counseling as a regular part of the guidance program is feasible if the motivation to carry it out is present.

References:

1. Driver, Helen I., Counseling and Learning through Small-Group Discussion. Monona Publications, Madison, Wisconsin, 1958.

2. Faust, Verne, The Counselor-Consultant in the Elementary School. Houghton, Mifflin Co., Boston, 1968.

3. Dinkmeyer, D., and E. Caldwell, Developmental Counseling and Guidance in Elementary School. McGraw-Hill, 1970.

4. Shaw, M.C., and W. H. Rector, Group Counseling: Feasibility, Reactions and Interrelationships. Monograph No. 5, Western Regional Center of Interprofessional Research Commission on Pupil Personnel Services, Chico State College, Chico, CA.

5. Auerbach, Aline B. and Marion F. Langer, Training for Parent Group Leadership. Child Study Association, New York, 1953.

6. Carlson, Jon, "Case Analysis: Parent Group Consultation", Elementary School Guidance and Counseling, May, 1971.

RESOURCES...RESOURCES...RESOURCES...

Resources To Involve Parents In The Special Education Process...

Between Parent and School, Murray Happleman, M.D. and Paul Ackerman, M.D., The Dial Press, 1 Day Hammarskjold Plaza, New York, NY, 10017, 1977, 296 pages, $8.95.

Communicating With Parents of Exceptional Children: Improving Parent-Teacher Relationships, Rodger Kroth, Love Publishing Co., 6635 East Villanova Place, Denver, CO, 80222, 1975, 187 pages, $5.55.

Establishing the School Parent Relationship, Jerry Caster and the Midwest Regional Resource Center, Des Moines, Iowa, 1979, 89 pages. Available from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky Research Foundation, Lexington, KY, 40506.

For Parents Only...Practical Advice to Parents on Special Education, Midwest Regional Resource Center, Des Moines, Iowa, 1979, 39 pages, Available from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky Research Foundation, Lexington, KY, 40506.

Keeping In Touch With Parents: The Teachers Best Friend, Leatha Bennett and Ferris Henson II, Learning Concepts, 2501 North Lamar, Austin, TX, 78705, 1977, 113 pages, $7.95.

Parents Conferences In the Schools, Stuart M. Losen and Bert Diamet, Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA, 1978, 285 pages, $14.95.

"Parent Discussion Groups", "Parent Interview Forms", Dr. Ray Brewer, School of Education, California State University, San Francisco, CA, loose papers.

Parents and Educators: Partners in Individualized Education Program Planning for Handicapped Students, An In-Service Training Package, Joyce Shaffer, Jane Bell and the Midwest Regional Resource Center, Des Moines, Iowa, 1978, 78 pages. Available from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky Research Foundation, Lexington, KY, 40506.

The Parent/Professional Partnership
The Right To Education
Classroom Programming
The Partnership
Training Workshop Manual
National Association of Retarded Citizens, 2709 Avenue E East, PO Box 6109, Arlington, TX, 76011, 1977, Available free through your local ARC or from the above.

Pilot Parents Program, Fran Porter, Greater Omaha Association for Retarded Citizens, 3212 Dodge, Omaha, NE, 68131, 1978, 99 pages, free.

Preparing For The IEP Meeting: A Workshop For Parents, Jean Nazzaro, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091, 1979, filmstrip, 64 page guide, $35.00.

UPDATE ON COUNSELING SPECIAL STUDENTS PROJECT

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In the past few months, we have informed counselors, special educators and administrators about the CSS project by visiting schools, making presentations and so forth.

One need that has been expressed during many visits is for the counselors to become more informed about the characteristics of the special student. Some suggestions are:

1. For an overview, read a good text about all exceptionalities.
2. Read a good text about the specific exceptionalities you have in your school.
3. Spend time with the special education students, both individually and in groups.
4. Become involved in special education activities, for example, go on a field trip with the students.
5. Take a survey course about exceptionalities.
6. Attend workshops about exceptionalities.
7. Talk with special educators about the characteristics of the students they teach.

If you are involved in providing guidance and counseling to special students, please contact me so that I may come out to visit. We can then share your ideas with other counselors.

Become involved in special education activities.

The CSS project has also been collecting and evaluating materials, methods, and ideas which can be used to counsel special education students. These will be presented in future inservice sessions to help counselors and special educators meet the guidance and counseling needs of handicapped students.

The project has also developed a needs assessment instrument to survey counselors about how they provide services to special education students and what additional resources they need. A similiar survey was sent to special educators asking them what services they preceived counselors to be currently providing to handicapped students and what they would like them to do. When the results of both are analyzed, they will be reported in the newsletter.—by Georgine Steinmiller, Project Director, Iowa City, Iowa.

EXTRA...EXTRA...

Enclosed in this issue only are two products, "Parents Are Very Important People" and "Checklist For Parents", both developed by the Midwest Regional Resource Center, Des Moines, Iowa. They may be xeroxed and distributed to parents in your school district to further assist them with their child's education. Additional xeroxed copies may be obtained from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky Research Foundation, Lexington, KY, 40506.

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Postscripts...

For Parents Only...practical advice to parents on special education, Midwest Regional Resource Center, Des Moines, Iowa, 50311, 1979, 39 pages. Available from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky Research Foundation, Lexington, KY, 40506.

This handbook is for parents of handicapped children. Under P.L. 94-142, parents of handicapped children have the right and responsibility to join educators in developing an appropriate educational program for their handicapped child. This handbook provides parents with information about special education and offers practical suggestions in working with school personnel in a cooperative effort to plan for their handicapped child's education. In order to meet the exceptional needs of the handicapped child, it is necessary for parents, principals, special and general education teachers and possibly other specialized personnel to work together for the best interest of the child. It is in this spirit that the handbook was written.

Timelines...

February 21-22, 1980, Seattle,WA, "Serving Young Handicapped Children-Issues and Research"- a symposium, sponsored by the Child Development and Mental Retardation Center and the College of Education of the University of Washington. For more information contact Tali Ott, Symposium Coordinator, CMDRC WJ-10, University of Washington, Seattle, WA, 98195, 206/543-0107.

March 27, 1980, Charlottsville, VA, "Parents of the Handicapped"- a conference sponsored by the The Children's Rehabilitation Center. For more information contact Evelyn Anglim, Conference Coordinator, Children's Rehabilitation Center, Route 250 West, Charlottsville, VA, 22910.

ERRATA...

We're sorry! In the last issue of our newsletter (No. 3) an error appeared on page 1, paragraph 2, line 7. To clear up any confusion, the sentence should have read, "Handicapped students need more direction and assistance in learning decision-making skills than most counselees." Counselees was incorrectly printed as"counselors."

The Home-School Partnership

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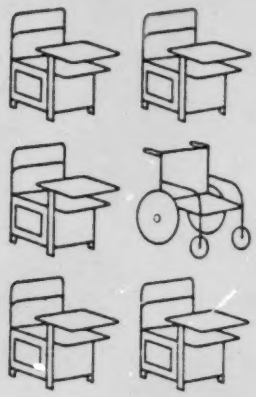

COUNSELING SPECIAL STUDENTS

NO 5

Peer Counseling: What's It All About?

> *"...IS A PROCESS IN WHICH TRAINED AND SUPERVISED STUDENTS OFFER LISTENING, SUPPORT, AND OTHER VERBAL AND NON-VERBAL INTERACTION"*
> *(SUSSMAN, 1973)*

THE STUDENT TUTOR PROGRAM

In an attempt to counteract what appeared to be a deteriorating sense of personal worth among students, the Villisca Community School District has implemented the Student Tutor Program. In its four years of existence, we have used the Student Tutor Program as a vehicle in general and special education classrooms to raise academic performance, increase positive attitudes, develop common goals, extend peer counseling, and assist the special education teachers.

Tutors are not clerical aides, but each takes an active role in the class as an assistant to the teacher, by working one-to-one, or in small groups, with the students. Assistance is given in developing positive social attitudes, expressed through modeling, while working towards academic improvement of the student and self-awareness by the student tutor.

continued next page...

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

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The concept of the Student Tutor Program has several implications for the educational program. First, the school guidance program is more visible to students, teachers, and parents. Second, the guidance program will be broadened in its base of influence and support through peer counseling. Third, a common goal is developed by the students and teachers. Fourth, a model of concerned cooperation is developed. Fifth, authoritarian barriers to communication are lowered, and sixth, a path of communication for student ideas and problems is available.

Prior to registration in the Tutor Program, students are encouraged to complete an application to determine career interest, available time for scheduling, and motives for seeking involvement in the program.

Tutors take an active role in the classroom.

Applicants are interviewed and given an orientation related to expectations of performance, basic observation techniques, and humanistic attitudes to be portrayed when in contact with other students. They are then assigned to one of four areas, elementary school, junior high school, high school and K-12 special education.

Handicapped and non-handicapped students may be selected as tutors on the basis of personal need or obvious talent and placed for their growth as well as the growth of other students in an assigned situation.

In addition, student tutors can receive one unit of credit per semester for their involvement in the program, which is equivalent to the credit received for any other course taken. At the end of every quarter, each student is required to write a paper relating his/her experiences with the program and how they will use what they have acquired in future classrooms.

STP(Student Tutor Program) does make our school run smoother.

Approximately 105 of the 525 students in the Villisca school district serve as tutors for both handicapped and non-handicapped students.

3

Problems encountered have generally centered around personality conflicts, which can usually be solved by counseling in a somewhat directive manner to develop the individual's coping skills. Periodic counseling sessions (at least every other week or as needed) are held with the tutors as prevention, to determine current attitudes, problems and abilities and to gain student input about the program.

A close working relationship with all teaching departments is a must; but closer contact with the teachers, tutors, and students in special education is required, as special students sometimes need more guidance and understanding.

Information for the initial step was obtained from reading a Chronicle Guidance Professional Service article, 'High School Students As Guidance Support Personnel" by Joseph A. Kloba Jr., and eighteen weeks of developing the original guidelines and requirements for granting credit to the student tutor.

STP (Student Tutor Program) does make our school run smoother.--Jack Fairman, Counselor, Villisca Community School District, Villisca, Iowa.

Bilbiography

Harris, P.R., "Guidance and Counseling in the Year 2000," Counselor Education and Supervision, 1968, 7 (3), pp. 262-266.

Kohler, M., "Youth Tutoring Youth", NASSP Bulletin, 1969, 53 (335), pp. 117-23.

Sloan, N.P.,"Students in Helping Roles. Human Resources in the Guidance Program." ERIC ED 036 675.

Vassos, S.T.,"The Utilization of Peer Influence," The School Counselor, 1971, 18 (3), pp. 209-214.

Wittmer, J.," The Effects of Counseling and Tutoring on the Attitude and Achievement of Seventh Grade Underachievers," The School Counselor, 1969, 16 (4), pp. 287-290.

STUDENTS HELPING STUDENTS...

Research has shown that people learn from their peers. Using students to help students is not a new concept. However, Peer Counselors, Peer Helpers, or whatever titled is used is a new exciting concept that did not exist in the Iowa school system ten years ago. The Benton Community High School Peer Program was developed using the following philosphy:

Young people like talking to other young people. Peers share a similar vantage point for life situations and it is easier to accept approval or disapproval from someone your own age.

A peer counselor is a young person who is ready to actively listen, to offer understanding and confidentiality, and when given the chance to help, can provide information or referrals.

continued...

4

A core of "trained peers" in a school can share and disseminate information, encourage students to utilize helping services and may serve as role models in social situations. Peer counseling is a system of delivering help to young people, who for one reason or another, do not seek help from traditional sources.

The training for a peer counselor includes skills for active listening, clarifying and identifying problems. It is a positive educational experience in relating to one's peers, becoming aware of one's own relationship to others and to respect what another person may be experiencing. As students helps others learn, they learn about themselves.

At Benton Community High School one of the areas that trained Peers can volunter to work in is tutoring. The guidance office assigns the tutors to various areas, for example, some Peer volunteers may tutor in the resource room.

Young people like talking to other young people.

The benefits of the Peer Program are many. By giving freely of their time to help other students, a positive attitude is developed. Peers who are tutoring feel they are using their time and talents in a worthwhile manner. Students being tutored receive reinforcement in a positive way. The school benefits by having more students feel good about who they are and what they have done.

"The only reward of virtue is virtue: the only way to have a friend is to be one..." (Ralph Waldo Emerson)
--by Robert B. Eldridge, Guidance Counselor, Benton Community High School, Van Horne, Iowa.

Resources...Resources...Resources

Resources for Peer Counseling...

"A Peer Counseling Experiment: High School Students as Small Group Leaders", W. Schweisheimer and H. Walberg, Journal of Counseling Psychology, 1976, 15, 215-224.

Cross-Age, Multicultural Peer Tutoring in an Elementary Resource Room, Sue E. Jorgensen, 1978, 16 pages, EDRS price: Microfiche $.83, Hardcopy $1.67 plus postage.*

"Hello me-Hello you! Peer Counseling Intervention", A. Mitchell and C. Johnson, Therapeutic Techniques: Working Models for Helping Professionals, Fullerton, CA: California Personnel and Guidance Associates, 1973, pp. 185-203

Peer Counselor-Consultant Training: A Self Help Strategy for Cross-Cultural, Multi-Ethnic Schools, Michael J. Fierlong and others, 1977, 25 pages, EDRS price: Microfiche $.83, Hardcopy $1.67 plus postage.*

The Complete Handbook of Peer Counseling, Mimi and Don Samules, Fiesta Publishing, 1515 NW 7th Street, Miami, Florida, 1975, 191 pages, $5.95.

"Training Adolescents as Peer Counselors", B. Varenherst, Personnel and Guidance Journal, 1974, 53, 271-275.

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HAVE YOU SEEN THIS?

Group Counseling: Theory and Practice, Don C. Dinkmeyer and James J. Muro, F.E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, IL, 60143. 1979. 481 pages. $12.50.

This second edition reflects the continued interest in the use of group procedures in counseling. Group counseling is defined as "an interpersonal process led by a professionally trained counselor and conducted with individuals who are coping with typical developmental problems." A thorough coverage of group therapy and dynamics forms the basis for exploration of group counseling in the school setting with children and adolescents, in the classroom with teachers, and with parent and family groups.

Timelines...

April 2-5, 1980. Association for Childhood Education International. International Conference, San Francisco, CA. Contact: Elvie Luetge, 3615 Wisconsin Avenue, N.W., Washington, D.C., 20016, 202/363-6936.

April 7-11 , 1980. American Educational Research Association. Annual meeting, Boston, MA. Contact: Meeting Coordinator, 1230 17th St., N.W., Washington, DC, 20036, 202/223-9485.

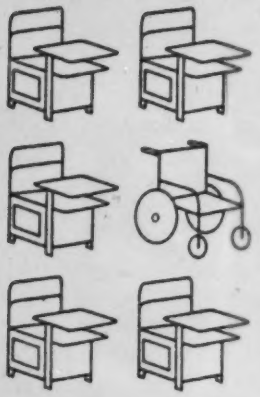
April 20-25, 1980. The Council for Exceptional Children. Annual International Convention, Philadelphia, PA. Contact: Angie Gialas, 1920 Association Drive, Reston, VA, 22091, 703/ 620-3660.

Postscripts...

Guidance Program for Pupils With Handicapping Conditions, J. Paul Tonetti, New York State Department of Education, Albany, 1976, 37 pages. Available from ERIC, 2020 14th Street North, Arlington, VA, 22201. ED 133 943, Microfiche - $.83, Hardcopy - $2.06 plus postage.

Intended for administrators, supervisors, counselors and other school officials, this booklet provides information on guidance programs for handicapped students which can help them to increase their ability to participate in school, cope with their handicaps, relate to other students, and plan ahead for education and careers. Brief chapters cover background and rationale of guidance programs; program goals and activities; the role of education personnel in guidance; current needs of guidance programs; plan and organization of guidance programs; and sample guidelines to strengthen guidance programs. Appended is a checklist for administrators and supervisors to use in assessing their guidance programs.

COUNSELORS, LIKE PARENTS, WEAR MANY HATS



COUNSELING SPECIAL STUDENTS

NO 6

BUILDING ACCEPTANCE OF THE HANDICAPPED STUDENT

In developing the non-handicapped students acceptance of handicapped peers we must examine the causative factors that create negative responses non-handicapped students sometimes have to each other as well as to the handicapped. Some common factors are low esteem and poor relationship skills. It is also predictable that students will belittle someone who is different if they have little personal knowledge of that individual. These factors establish an "at risk environment" for the handicapped when they come in contact with their non-handicapped peers.

The counselor's first step is to build self-esteem and positive relationship skills.

It is imperative that serious consideration be given to the social experiences of handicapped students. We can begin to create an accepting attitude toward them by building the relationship skills of the non-handicapped student. These skills have been sadly neglected in our endeavors to produce the academically achieving. It is necessary to address the issue of social success as well. This is the role of the counselor in partnership with the classroom teacher.

When trying to develop an accepting attitude among the non-handicapped students toward the handicapped, the counselor's first step is to build self-esteem and positive relationship skills. To do so, start with a small group of students. I would start with 3-5 students from a class of 30 including both positive and negative leaders. Training for this group involves problem solving, eliminating "put down" phrases from their conversations, decision making and many activities to build self-esteem. As the group begins to emerge as a helping entity, the subject of the needs of the handicapped student may be introduced. For example, you could ask the students to identify ways in which they can help create a safe working environment for all of their peers including the handicapped. It is important to develop the attitude, "We are involved and responsible", rather than, "We are again being told". Discussions on such subjects as assising other students to help and accept each other, plus involving the group in specific activities to enhance a cooperative spirit, may be areas to pursue.

continued...

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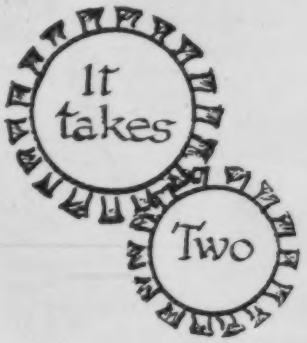
Building Acceptance continued...

As the group begins to internalize the concept of the role of a "helper" they are ready to establish the "buddy system". Elicit volunteers to be responsible for helping both handicapped and non-handicapped peers in specific areas of need. When the group has worked through their response to the handicapped and accepted their new role relationship it is time to have them take their ideas to the rest of the class. Carefully help the leadership group build safe environment class rules with the whole class and lead discussions on how to become "helpers" to one another. Language modifications may be necessary depending upon the age of the group.

Young people seldom know the joy of experiencing the role of being a helping human being.

The excitement of the small group will become infectious to the rest of the class. Since the class leaders are a part of the special group, they will be guiding the class to the desired positive attitudes. The "in" thing will no longer be to put someone down but rather to encourage and help them. The power of peer leadership is subtle and often overlooked. It has a rippling effect but does not happen with one magic lession. We do not anticipate that academic skills will be learned in one lesson nor must we expect to turn behavior around with one skill building presentation.

Students have been listening to lectures about proper treatment of each other for as many years as they have been in school. This has been a relatively unsuccessful approach to building relationship skills. Lectures have little to no impact upon behavior because students are not an integral part of the decision making and do not "own" any of the chosen behavior patterns they are being asked to follow. Due to the dependency model of our society, young people seldom know the joy of experiencing the role of being a needed, helping human being. They can and will cooperate with zeal in developing a safer environment for themselves and others if we help them learn positive relationship skills.



The model suggested in this article has been implemented with all age groups. Younger students seem to assimilate the skills more rapidly. Junior high school students responded well. When a student persists with undesirable put-down behavior we approach the problem from the point of view that this student may profit from having a "buddy" assigned to him and discuss this possibility with the leadership group. The small group is maintained as class monitors to gently remind their classmates of the rules and to enlist help in forming multiple "buddy partnerships". This use of the leadership diminished the tendency for the class to expect enforcement from adult leaders and develops self-discipline. The possibilities for expanding the "buddy systems" model are limitless and infinitely exciting. Happy journey!--by Shirley Henry, Loess Hills AEA, Council Bluffs, Iowa.

3

DUSO (Developing Understanding of Self and Others) kits are programs designed to promote children's social and emotional development. The programs are in a story-book format whereby the various characters, e.g. Duso the Dolphin or Flopsie the Flounder, are confronted with much the same problems that children face as they grow up.

Until recently DUSO kits were not very effective when used with hearing impaired students. A study done by an Iowa counselor, Jerry Higgins of Garfield Elementary in Cedar Rapids, Iowa, showed that the hearing impaired students seemed to be frustrated at not being able to understand the stories. They could not grasp the concepts being developed and seemed to view DUSO activities as a waste of time. Jerry, with the help of two teachers of the hearing impaired, Ann Gleason and Mary Ann Kinney, rewrote a few DUSO stories using simple vocabulary and sign language for use with the hearing impaired. These programs met with success and were well accepted by the hearing impaired. For their efforts they were awarded a teacher incentive award from Iowa DPI to further develop their ideas.

In 1978, Higgins received a Title IV grant titled, "Hey, DUSO, Can You Sign?" from the Grant Wood AEA. During the recent school years, revised DUSO stories have been presented to aurally handicapped students in the Cedar Rapids Community School Systems, and also to students who have learning, emotional, or mental disabilities.

The project is currently undergoing classroom evaluation in the Mississippi Bend AEA in Davenport and a date is being arranged for evaluation through Heartland AEA in Ankeny.

To date the goal of the project is the same: to provide a vehicle that enables the hearing impaired and other handicapped children to get their feelings out in the open and to allow teachers and counselors a chance to talk with them about those feelings. The project was a result of a counselor's unwillingness to accept the fact that nothing could be done to offer the same services to all children. It illustrates how counseling materials and techniques can be adapted for use with the handicapped.

4 Resources...Resources...Resources...

These resources can be used with non-handicapped students to help them develop or increase positive attitudes toward the handicapped.

Accepting Individual Differences, Shirley Cohen, Developmental Learning Materials, 7440 Natchez Ave., Niles, IL, 60648, 1977, $25.00, Elementary level.

Feeling Free: Activities and Stories, Scholastic Book Services, 50 West 44th Street, New York, NY, 10036, 63 pages, 1978, $2.25, Elementary level.

I'm A Lot Like You (videotape modules), University of Wisconsin-Milwaukee, Dept. of Exceptional Education, P. O. Box 413, Milwaukee, WI, 53201, 1978, $60.00-$90.00 each.

Mainstreaming: What Every Child Needs To Know About Disabilities (The Meeting Street School Curriculum), Susan R. Bookbinder, The Exceptional Parent Bookstore, Statler Office Building, Room 708, Boston, MA, 02116, 93 pages, 1978, $6.95, Elementary level.

Mimi: This Who I Am, (filmstrip/ cassette/ discussion guide), Guidance Associates, Communicators Park, Box 300, White Plains, NY, 10602, $42.44, 1977, Physically Handicapped Adult.

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents, Jack Canfield and Harold Wells, Prentice-Hall, Inc., Box 47X, Englewood Cliffs, NJ, 07632, 253 pages, 1976, $6.95.

People You'd Like to Know, (ten 16mm films, inc. Teacher's Guide) Encyclopedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, IL, 60611, 1978, $1500.00, (ind. films @$185.00) Secondary level.

People...Just Like You: About Handicaps and Handicapped People, The President's Committee on Employment of the Handicapped, Committee of Youth Development, Washington, D.C., 20210, 36 pages, 1978, free, Secondary level.

The Effect of Affect (Over 100 Activities to Develop Better Relationships, Self-Esteem, and Decision Making), Anthony J. Cedoline, Academic Therapy Publications, San Rafael, CA, 1977, 61 pages, $2.50.

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And More Resources...

The Invisible Battle:

Attitudes and Disability	13 pp.
Beyond the Sound Barrier	19 pp.
Free Wheeling	17 pp.
Counterpart	18 pp.
Dignity	21 pp.

Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers, George Washington University, 1828 L Street, N. W. , Suite 704, Washington, D. C., 20036, 1979, single copies free, (2-10 copies @ $.25) Secondary Level.

What Do You Do When Your Wheelchair Gets a Flat Tire? Questions and Answers About Disabilities, Douglas Biklen and Michele Sokolott, Scholastic Books Services, 50 West 44th Street, New York, NY, 10036, 59 pages, 1978, $1.95, Elementary level.

What's The Difference: Teaching Positive Attitudes Toward People with Disabilities, Ellen Barnes, Carol Berrigan and Douglas Biklen, Human Policy Press, P. O. Box 127, University Station, Syracuse, NY, 13210, 165 pages, 1978, $8.00.

CSS PROJECT: WHAT'S HAPPENING?

A most important part of the Counseling Special Students project is now almost completed. On January 15, 1,062 elementary-secondary school counselors in Iowa were mailed a questionnaire to assess the extent of involvement they have in working with students requiring special education, and to solicit recommendations as to where future emphasis should be placed. We are very pleased to report (after one follow-up mailed February 18) that we now have received 850 completed questionnaires, or 80%. We are still receiving a few returns from the follow-up, so we may close-out with 85%, or even higher.

As we received the completed questionnaires in the Guidance Services Section we log them in, review briefly, and then send them to the project headquarters at the University of Iowa for processing. The initial report to counselors consisting of a tabulation of the statewide results will be mailed to all school counselors when the surveys have been processed. The project staff will analyze and cross tabulate the survey with another survey done by the Midwest Regional Resource Center with teachers of students requiring special education. Counselors will be able to compare their perceptions with those in special education on what is and/or should be provided to handicapped students. We will publish the results of the survey in the May issue.

A very special thanks to all counselors who took the time and effort to complete the questionnaire. As the project develops, the responses will be used in meeting the objectives of developing and providing information, inservice activities, and materials for counselor use as they work with special education students.--by James E. Forsyth, Guidance Services Section, Des Moines, Iowa.

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A Hearing Disability Program: One School's Answer

The Hearing Disability Program at Des Moines Technical High School has greatly expanded during the 1979-80 school year. Last year the program consisted of three students, and now approximately 20 additional students are being served. It is anticipated that six more students will be joining the program next year.

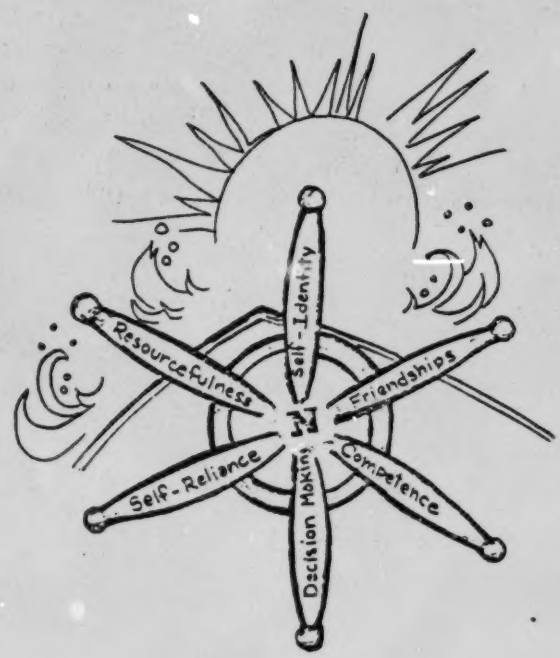
Students with a hearing loss are grouped together, when possible, and three sign interpreters attend their classes to interpret for them. These classes might include lectures, films, or special instructions. In addition a speech clinician and a counselor have been designated to work specifically with these students. The counselor helps with class scheduling on an individual basis. A primary role for the counselor is to help the students with their communication problems. The students are free to stop in to see their counselor as problems arise. In addition to the speech clinician and the counselor, one self-contained teacher works with the students who need a great deal of support in their high school subjects, and a resource teacher is available for those students who need occasional assistance.

A primary role for the counselor is to help the students with their communication problems.

Another service available to the students is note taking. A student has been selected to take notes on the teacher's lecture for each one of the students with a hearing loss.

The program began in the fall with a seminar for all teachers to explain the curriculum, the purpose of the program, and to introduce the personnel. One feature of the seminar, for example, was for the teachers to wear a hearing aid so they can identify with their hearing impaired students.

Services are also available at Roosevelt High School in Des Moines on a part-time resouce basis, so the students have the option of choosing an alternative educational program in addition to the vocational/technical program offered at Tech.--by Walter Wilson, Guidance, Counseling, And Testing, Des Moines Technical High School, Des Moines, Iowa.



ATTITUDES...

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PEER HELPING PROGRAMS: AN UPDATE

The last newsletter (no. 5) featured two articles on peer counseling. Since the publication of that issue, the DPI informed us that there are over 50 or more peer helper programs in Iowa initiated through the efforts of the DPI and the Iowa Dept. of Substance Abuse. The experiences of these programs, even though they don't specifically deal with the handicapped, provide many answers to questions commonly asked by those considering establishing a peer helper program. This information is available from Mary Hays, DPI, Grimes Building, Des Moines, Iowa, 50319.

In addition, all Iowa high schools interested in training for establishing peer helping programs for working with substance abuse are invited to send a letter of interest or application to Substance Abuse Prevention Education, Grimes Building, Des Moines, Iowa, 50319. The application must include an administrative statement of support, the names of two facilitators to receive training and an intent to carry out the program for the next school year. The application deadline is April 1, 1980. For further information contact Mary Hays or Dave Wright, Substance Abuse Prevention Education, DPI, Grimes Bldg., Des Moines, Iowa, 50319, 515/281-3264.

Postscripts...

People..Just Like You, About Handicaps and Handicapped People (An Activity Guide), Committee on Youth Development, The President's Committee on Employment of the Handicapped, Washington, D.C., 20210, 1979, free.

The overall program goals of this activity guide are to get participants to realize:

1) that handicapped individuals are just people who may have a more difficult time coping with their environment;
2) that handicapped individuals have the same needs and desires as non-handicapped people;
3) that handicapped individuals have many of the same capabilities as non-handicapped people, and with some training, these capabilities can be developed to their full potential;
4) that handicapped people should be treated as individuals.

The guide is divided into six sections that contain activities for various grade levels. These activities should be conducted over a period of six to ten weeks. Scheduling of sessions at intervals of at least one week will allow time for reflective thinking, observations of the daily living environment, and, where necessary, the preparation and completion of various projects.

Activity areas include: what is prejudice, misconceptions about the handicapped, correcting misconceptions, the nature of handicaps, eliminating social and environmental barriers, a visit first-hand awareness, and the summary. A bibliography, film listings, and additional resources conclude the activity guide.

There's more,

Timelines...

April 1, 1980. Application Deadline for Iowa high schools interested in implementing a peer helping program. For further information contact Mary Hays or Dave Wright, Substance Abuse Prevention Education, DPI, Grimes Building, Des Moines, Iowa, 50319, 515/281-3264.

April 24-25, 1980. "Guidance Services for Secondary Students with Physical Disabilities", Holmes Student Center, Northern Illinois University, Dekalb, Illinois, 60115. An inservice workshop for school counselors, social workers, psychologists, administrators, and others. Topics include: What are the needs? Career Development, Educational Planning, and Personal-Social Development. Sponsored by Technical Education Research Centers, Champaign, Illinois and the American Personnel and Guidance Association. For more information contact: Dr. Claire Szoke, TERC, P. O. Box 2513, Station A, Champaign, Illinois, 61820, 271/352-6619.

Sketches by Lorna Busler, LAMB

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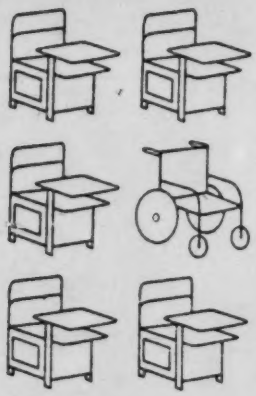

COUNSELING SPECIAL STUDENTS

NO. 7

CSS PROJECT - YEAR 1

As the school year comes to its conclusion, so does the first year of our project. We have gathered information from many of Iowa's counselors and special educators through the special education needs assessment, the counselor survey and visits. We will be continuing our visits through May 1980. If you want to share some of your ideas about counseling handicapped students in person, please contact us and we will try to arrange a visit. Next year we will be making inservice sessions available to you to help meet your needs when counseling special students. These sessions will be developed from the information gathered during this past year.

A key element to success is the team approach and cooperation between counselor and special educator.

While visiting many of Iowa's schools we noted instances of successful counseling of special students. A key element to this success is the team approach and cooperation between the counselor and the special educator. In every school where the special students are receiving excellent counseling services this cooperation and sharing between counselor and special educator is apparent.

A few suggestions to promote this active cooperation are:

SPECIAL EDUCATOR:

-Invite the counselor on field trips.

-Visit the counseling office often to see what is available.

-Try teaming up with the counselor for some small group sessions.

-Share your materials and ideas with the counselors.

-Together with a counselor apply for a teacher incentive award.

-Invite the counselor to drop in on your class.

continued next page...

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

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COUNSELOR:

-Become an active advocate for the the special education students.

-Stop by the special class often, so that the students get to know you.

-Get involved with group work with the special education teacher.

-Share your materials and ideas with the special education teacher.

-Encourage the special education students to visit your office.

-Let the special education teacher know you want to be involved.

These are just a few of the ways the counselor and special educator can become a more active team. If there is not a strong, cooperative relationship between the counselor and special education teacher in your school, developing it is an excellent place to start to meet the counseling needs of special education students. If you have any suggestions on other ways this relationship can be facilitated, let us know. We want to share them with others.--by Georgine Steinmiller, Project Coordinator, Iowa City, Iowa.

SPECIAL FEATURE

The results of both the counselor survey and the special education needs assessment will be published in the next issue!!

At this time in the school year many of you will be asked to attend a meeting to evaluate the individualized education programs (IEPs) for the handicapped students in your school. This meeting is often referred to as the annual program review (APR) meeting. While required by Public Law 94-142, the legislation does not give any guidance to local education agencies (LEA) to assist them on how to evaluate an IEP or the students' educational performance.

Guidance counselors can provide valuable assistance and direction during the APR meeting. Usually, the student's teacher, support staff, parents, school principal, student, if appropriate, and counselor will attend this meeting. The guidance counselor can relate any necessary information about the student's performance, career goals, or needs for next year. In addition to providing this type of information, the counselor can help to facilitate the meeting and keep the group on task. A well organized APR meeting should ideally take only 20-30 minutes.

To assist you, the counselor, in facilitating this meeting the following questions can act as a guide:

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1. Find out if the program has achieved the goals for which it was designed.
   a. Review the goals and objectives in the students educational plan.
   b. Examine the student's most recent test scores and any other information on the student's progress.
   c Decide as a group what progress has been made.
2. If progress in any area was less than expected, the following questions should be answered.
   a. Is there any reason to suspect that the measurement of the students's progress was inaccurate?
   b. Is there any reason to suspect that the student didn't receive services he/she needed?
   c. Did the people working with the student have adequate time, materials, training, communication or other resources needed to carry out the plan?
   d. Does the plan itself still seem appropriate and sound?
   e. Do you have a complete and accurate understanding of the student's learning needs?
   f. If the answer to any of these question is no, explore the question in more detail to define the problem and think of ways to reduce or avoid the problems next year.
3. Considering all the information available, determine what the student should be taught next year.
   a. Develop a list of the major items which should be taught in the program.
   b. Decide which items are most important or should be taught first.
   c. Combine this list with ways of avoiding any problems identified in 2f.

At this point the team has reviewed the IEP. Based on the group's conclusions, the IEP should be revised by the team to meet the student's needs.

*Adapted from "Conducting the Annual Program Review: A Guide", in Conducting the Annual Program Review: Training Resources, Midwest Regional Resource Center, Des Moines, Iowa, 1980.

PRODUCT ABSTRACT

Conducting the Annual Program Review: Training Resources, Midwest Regional Resource Center and A System for Personnel Development, 1980. Available through your state dept. of education. This multi-media package contains seven individual components that can be used individually or within groups to conduct training on conducting the annual program review (APR) of the IEP.

The components include:

a) Overview of the Training Materials, an overview booklet that describes the package contents and how they can be used.
b)"Conducting the Annual Program Review: An Overview," a slide and audio tape combination which provides an introduction to APRs.
c) A Guide, provided specifically for those who anticipate having to chair the APR meetings.
d)"Individual Skill Training," a video cassette, workbook combination that contains exercises that build skills required in APR meetings.
e) Group Skill Training, a booklet of six modules that can be used.

4

Vocational Education Resources

The following resources can be used when providing vocational guidance to handicapped students. This materials listing is an updated version of the one provided to you in newsletter no. 2.

A System for the Identification, Assessment, and Evaluation of the Special Needs Learner in Vocational Education, Tim L. Wentling and Len Albright, Bureau of Educational Research, University of Illinois, Urbana-Champaign, IL, 1977.

Federal Assistance Guide for Vocational and Career Education for the Handicapped, Department of Health, Education, and Welfare, Bureau of Education for the Handicapped, Washington, D.C., 20202, Free, 1979.

Improving Occupational Programs for the Handicapped, U.S. Department of Health, Education and Welfare, Management Analysis Center, Inc., 1225 Connecticut Ave., N.W., Washington, D.C., 227 pages, 1976.

Instructional Development for Special Needs Learners: An Inservice Resource Guide, Dr. L. Allen Phelps, Department of Vocational Technical Education, University of Illinois, Urbana-Champaign, IL, 333 pages, 1978.

Life Centered Career Education: A Competency Based Approach, Donn E. Brolin, University of Missouri-Columbia, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 199 pages, 1978, $12.50.

Trainer's Guide to Life Centered Career Education, Donne E. Brolin, Donald J. McKay, Lynda L. West, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 263 pages, 1978, $38.50.

Training Programs and Placement Services, Vocational Training and Placement of the Severely Handicapped, Judith A. Appleby, Olympus Publishing Co., Salt Lake City, Utah, 328 pages, 1978.

Vocational Education of Handicapped Students: A Guide for Policy Development, by Sharon Davis, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091, $5.00, 1978.

Vocational Education Resource Materials: A Bibliography of Materials for Handicapped and Special Students, by Lloyd W. Tindall, Third Edition, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson, Madison, Wisconsin, 53706, $4.00, 1978.

Vocational Education: Teaching the Handicapped in Regular Classes, Robert A. Weisgerber, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 96 pages, 1978.

Vocational Opportunities, Vocational Training and Placement of the Severely Handicapped, Paul F. Cook, Peter R. Dahl, Margaret Ann Gale, Olympus Publishing Co., Salt Lake City, Utah, 163 pages, 1978.

Postscripts...

Guidance Needs of Special Populations, Thelma C. Lennon, Information Series No. 145, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 1979, 27 pages,. $3.50.

Providing equal opportunity for special needs populations in educational and employment settings has become a major goal of our society in recent decades. This calls for expanded professional responsibilities and special training for guidance personnel, vocational educators, and other school personnel. To this end, the background, characteristics, and unique problems of specific special populations are examined in this paper. Recommendations are made for meeting the guidance needs of these special populations. The target populations discussed include the disadvantaged and the handicapped. In particular, theories proposed by three counselor-educators are presented to assist counselors attempting to meet the needs of students from minority backgrounds. A reference section completes this publication.

EXTRA...EXTRA...EXTRA

Enclosed in this issue are two mini-products "Placement Alternatives-Secondary Program Models" and "Vocational and Career Alternatives for the Handicapped" both developed by the Midwest Regional Resource Center, Des Moines, Iowa. Please use these brochures to support various activities within your school such as a supplement to inservice training, parent awareness or vocational placement staffings.

Additional xeroxed copies may be obtained from Information Coordination Services, Mid-South Regional Resource Center, 131 Porter Building, University of Kentucky, Lexington, KY, 40506 or feel free to duplicate your own copies.

Timelines...

April 20-25, 1980. The Council for Exceptional Children. Annual International Convention, Philadelphia, Pennsylvania, Contact: Angie Gialas, 1920 Association Drive, Reston, VA, 22091, 703/620-3660.

April 24-25, 1980. "Guidance Services for Secondary Students with Physical Disabilities", Holmes Student Center, Northern Illinois University, DeKalb, IL, 60115. An inservice workshop for school counselors, social workers, psychologists, administrators, and others. Topics include: What are the Needs? Career Development, Educational Planning, and Personal-Social Development. Sponsored by Technical Education Research Centers, Champaign, IL, and the American Personnel and Guidance Association. For more information contact: Dr. Claire Szoke, TERC, P.O. Box 2513, Station A, Champaign, Illinois, 61820, 271/352-6619.

August 13-15, 1980. National Conference on the Education of Seriously Emotionally Disturbed Individuals, Minneapolis, MN. The Council for Exceptional Children will conduct this conference in conjunction with a series of institutes to explore major concerns and issues in the field of emotional disturbance. Contact: Conventions, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091.

Things To Do With This Newsletter...

- xerox it and pass it along to a special education teacher
- put it on your bulletin board for others to enjoy
- re-read it this summer
- make it into a paper fan for those warm days ahead
- start a scrapbook of ideas/ techniques for counseling special students and include it

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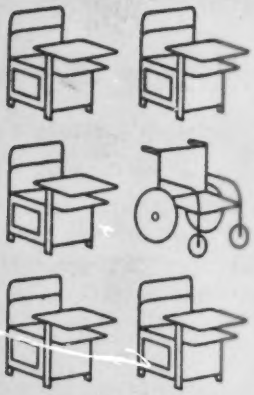

COUNSELING SPECIAL STUDENTS

NO. 8

A STUDENT'S LOOK AT EDUCATIONAL COUNSELING

Today's educational climate, like many other facets of our society, is becoming increasingly complex. Yesterday's basic, rigid, and standardized system of teaching has given way to liberalized instruction, teacher-subject specialization and adaptation, the conception and enforcement of "equal opportunity" education, and vocational/technical exploration.

These modifications in public education have produced profound occupational changes and pressures for all those in the instructional process; from school administrator to the classroom teacher. Somewhere in the middle of all this, we find a stabilizing factor: the school counselor.

In my mind, I perceive the counselor of a secondary school as the personifier of the district's policies. In his/her pivotal position, the counselor must convey the administration's guidelines and favored modes of instruction to the classroom teacher, observe and receive classroom reports on how the guidelines and policies function in practice, aid instructors in providing necessary curriculum and learning stimuli, and assist the student in attaining or reaching his/her goals (whether they be educational, emotional, financial, occupational, social, physical, or psychological).

My direct experiences lie within (and benefit from) the latter responsibility of the counselor, student aid. The majority of such experiences have been complementary; and have dealt with educational planning-assistance or financial aid.

Counselors find ways to help me reach my goals.

In the area of educational planning "my" counselors have, primarily, engaged in guiding me in the selection of studies. In counseling sessions, while considering my academic performance, previous courses completed, and present interests and abilities, they have pointed out and suggested future courses that would be most advantageous in attaining future educational and career goals.

continued...

This newsletter is a cooperative project of the Midwest Regional Resource Center; the Iowa Department of Public Instruction, Des Moines, Iowa; and the University of Iowa, Iowa City, Iowa. Funding is by the Department of Health, Education, and Welfare under contract number 300-78-0023.

Student's Look cont'd...

2

Throughout my student years, the most immediately visible and tangible service provided by my counselors, was that of assisting and coordinating out-of-school studies. Many times, long periods of hospitalization and "home confinement" required school work to be compiled and adapted for home study. Not all class work can be so easily transformed, let alone graded; but, with the counselor's help, it always worked. These arrangements have aided many disabled students, besides myself.

As college nears, my counselors still find ways to help me reach my goals. Presently, they are keeping a look out for sources of financial aid to fund my college expenses. They also have provided letters of recommendation to both universities and employers - items that are invaluable assets.

In conclusion, counselors and their services have played an essential role in my successful years of schooling. Counselors can directly help students move toward chosen goals by seeking to develop an appropriate educational plan that includes programs of education and training to be pursued, and the identification of appropriate avenues to gain needed school and/or training. Also, counselors can give one a "lift" by being a friend.—by Scott Coltrain, Senior, Tech High School, Des Moines, Iowa.

Special Educator & School Counselor Survey Report

The Counseling Special Students (CSS) project has distributed two questionnaires as part of its first year data collection. With the assistance of the Midwest Regional Resource Center and the Iowa Department of Public Instruction, special educators and counselors were surveyed to gain information on current practices, desirable roles, and the extent of school counselor involvement with handicapped students. Data from the two surveys will be used to provide direction for inservice programs for special educators and counselors to be conducted by the CSS next year.

Special Education Survey

Of 3,111 questionnaires sent to Iowa special educators, 1,233 (40%) were returned. The special educators were asked to indicate services currently provided by counselors in their schools, and what existing or potential counseling services were desirable, in their view. The results were analyzed by teacher grade level and as a total group. Counselor activities showing the highest levels of need, but not frequently provided in the schools (unmet needs) were:

1. Group sessions: Clarifying personal values;
2. Group sessions: Communicating more effectively;
3. Preparing non-handicapped students to be good classmates to the handicapped;
4. Assisting classroom teachers in using the help of special educators ; and
5. Suggesting methods for teachers to use when working with behavior problems.

Counselor activities perceived as frequently provided, but of lesser importance (unneeded practices) included:

Survey Report cont'd...

1. Scheduling handicapped students into general education classes;
2. Conducting conferences with parents of handicapped students;
3. Individual counseling sessions concerning advanced educational plans;
4. Keeping track of student's progress to determine if the placement is appropriate; and
5. Individual counseling sessions about personal problems.

Some shift in priorities was observed as the handicapped students grew older: group counseling grew more important as students became more likely to benefit from - or respond to - group activities; and, teacher management of behavior problems became a greater concern as the students reached the higher grade levels.

Special educators seemed most desirous of improvement in the areas of 1) direct counselor assistance to classroom teachers in methods and materials to use in programming for the individual handicapped student, and generally felt that this was not frequently done by counselors; and 2) creating an accepting environment in the classroom and community for the presence of handicapped, and, again, felt this was a neglected area of practice for school counselors.

COUNSELORS & SPECIAL EDUCATORS WEAR MANY HATS

While it might be felt that "direct assistance in programming for classroom teachers" is probably the province of the school psychologist and other consultants, "creating an accepting environment" would not appear to be a responsibility often assumed by other educational personnel, and may be a prime area for consideration in expanding the counselor's role with handicapped students.

Counselor Survey

Of 1,062 questionnares sent to Iowa counselors, 867 (82%) were returned. The counselors were asked to indicate the depth of their involvement with handicapped and non-handicapped students, and the ways their services were provided.

Generally, the counselors reported that they serve the handicapped and non-handicapped similarly. For example, parent conferences were reported to be held as frequently with parents of the handicapped as with parents of the non-handicapped.

Nearly 98% of the counselors responding reported that they conduct individual counseling with special education students. However, in the areas of Group Counseling, Student Assessment, and Involvement in the IEP Process, significant differences emerge between services to the handicapped and non-handicapped.

60% of the counselors responding, reported they conduct group counseling sessions with special education students, but deal with the following topics more frequently with non-handicapped than handicapped students:

1. Clarifying personal values;
2. Communicating more effectively;
3. Orientation to school rules, policies, practices;
4. Improving work/study habits;
5. Job seeking skills; and
6. Employment opportunities.

continued...

4

Survey Report cont'd...

Counselors report that they administer or coordinate testing for the handicapped three times more frequently than for the non-handicapped.

Of the 57% of the counselors reporting involvement in the handicapped student's IEP process, the components more frequently dealt with are the Referral Process and the Annual Program Review. The least mentioned involvement is in chairing the IEP meetings.

The counselors felt that the least appropriate activity for them in working with handicapped students is suggesting instructional materials for classroom use, while feeling their most appropriate activities with the group include (in rank order):

1. Preparing non-handicapped students to be good classmates to the handicapped;
2. Creating accepting attitudes among educators and the community; and
3. Suggesting methods for assisting classroom teachers when working with behavior problems.

Activities reported as the most often done at present are (in rank order):

1. Consulting with educators on the integration of handicapped students in the regular classes;
2. Scheduling handicapped students into general education classes; and
3. Helping teachers work with behavior problems.

While these are only highlights of the surveys' results, careful analysis of all the data will indicate priorities in bringing about a more efficient interface of needs and services between special education and counseling services.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

HOW WELL DOES YOUR PLACEMENT DECISION BALANCE?

Counselors often face the difficult decision of what program or programs will best meet the needs of exceptional children. Referred to as staffings, multi-disciplinary teams or placement committees, these group meetings decide upon the specific type of program in which each handicapped child will be placed. This may include a total special education program or a combination of regular and special education - based upon the student's individualized education program (IEP).

To assist you, the counselor, in making an appropriate placement decision, the following are a few questions you may want to ask before deciding where to place a student.

GENERAL QUESTIONS

1. Does the student's a) behavior, b) academic need, c) physical status preclude grouping with non-handicapped individuals?
2. What kind of classroom structure does the student respond to best?
3. What kind of physical support system does the student need?
4. Are the room and building accessible to the student?
5. If the student cannot be grouped with non-handicapped peers now, what is being planned to insure that this will be possible in the future?
6. What previous attempts have been made to place this student in a least restrictive environment? What information did you gain from that experience that will aid you in planning for the student's next placement?

continued...

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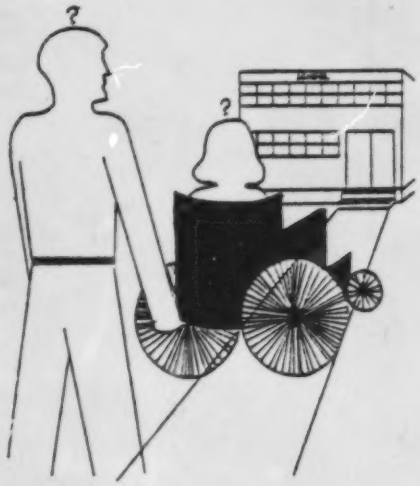
SPECIFIC QUESTIONS

1. Does the student possess the communication skills (verbal and non-verbal) to participate in the educational program under consideration?
2. Is the student's emotional development comparable to others in the class?
3. Is the student's social development comparable to others in the class?
4. Is the student academically compatible with others in the class in some subjects?



5. Is the student motivated and interested in participating in the receiving classroom?
6. Is the student's age and physical size compatible with others in the class?
7. How large is the receiving class?
8. How does the potential receiving teacher feel about working with this kind of handicap?
9. What are the receiving teacher's skills in working with the handicapped?
10. Does the receiving teacher use a teaching style that is compatible with the student's learning style?

Adapted from Guidelines For Reintegration, developed by the South Dakota Project on Reintegration, Section for Special Education, Pierre, S.D., and Information for Decision Making Regarding Determination of the Least Restrictive Environment for Handicapped Pupils by Dr. Timothy Crowner.

Postscripts...

Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators, Karen Ford, Lloyd Stjernberg, and the Midwest Regional Resource Center, August, 1979, 195 pages.

During the first day of this two-day workshop, regular classroom teachers discuss and learn about the rights of students, as well as clarifying their own teaching values through self-awareness activities.

The second begins with an introduction to individual attributes. Then, through various small group activities, the focus shifts to the handicapped individual. A discussion of PL 94-142 follows, and the LRE requirement of the law is explained. Additional activities focus on sharing the participants' understanding of and attitudes toward serving handicapped individuals in the regular classroom setting. The final activity allows the participants to actually design a Least Restrictive Environment.

Each workshop contains instructions to the facilitator, module objectives, a script to be followed for presentation and masters of handouts and overhead transparencies needed to conduct this workshop.

Timelines...

June 23-27, 1980. Helen Keller Centennial Congress, Boston, MA. This congress is sponsored by the American Foundation for the Blind and the Affiliated Leadership League of and for the Blind of America. The theme is a "Blueprint for the Future". Focus will be on three age groups: the early years, the working years, and the later years, as well as on rights, privileges, and responsibilities in general. Contact: Marlon Wurster, Congress Coordinator, American Foundation for the Blind, Inc., 15 West 16 St., New York, NY, 10011.

August 13-15, 1980. National Conference on the Education of Seriously Emotionally Disturbed Individuals, Minneapolis, MN. The Council for Exceptional Children will conduct this conference in conjunction with a series of institutes to explore major concerns and issues in the field of emotional disturbance. Contact: Conventions, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091.

Just A Note

As this is our last newsletter, please help us by filling out the enclosed evaluation form. Thank you and have a Happy Summer!

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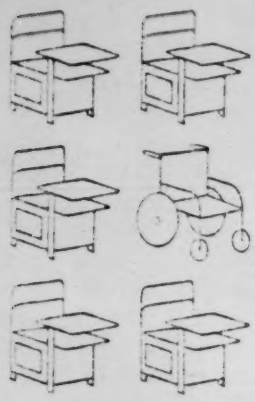

COUNSELING SPECIAL STUDENTS

NO. 1

GRADING HANDICAPPED STUDENTS, WHAT ARE THE ALTERNATIVES?

Public Law 94-142 advocates the development of individualized instruction for the handicapped student in the general education classroom. Traditional grading and reporting systems often do not reflect the philosophy of individualization because they compare the individual with the rest of the class. In the case of the handicapped student, there is little merit in verifying that the student does not perform as well as the other students on traditional tests or in traditional classrooms. New systems of grading are needed to provide more descriptive information about the individual student's strengths and needs for improvement.

Counselors may be involved in the grading process in a number of ways. For example, grades are often used as a basis for referral of a handicapped student. Counselors may use grades in helping a student plan for his future, grading may be discussed at the IEP meeting, or general education teachers may come to the counselor for assistance in planning new grading systems.

There are many different types of grading practices employed in the secondary schools. They range from the traditional letter grade to written letters to parents to "gentlemen" agreements between the special education teacher and the classroom teachers. The five most common practices are: letter or numerical grades, pass/fail, checklists, contracts, and letters to parents. The number of variations in grading point out the difficulty of determining the best system to use.

Counselors may be involved in the grading process...

One of the problems commonly cited in the use of traditional grading procedures is how the marks are determined. In many of the academic courses, the majority of the grade is determined on written tests and written work. The special education student may often have difficulty in completing either of these. Written tests and written work may not, therefore, adequately reflect that student's knowledge level. Counselors can help

This newsletter is a cooperative project of the Midwest Regional Resource Center, Drake University and the Iowa Department of Public Instruction, Des Moines, Iowa. Funding is by the Department of Health, Education and Welfare under contract number 300-80-0726.

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teachers examine what procedures could be used to evaluate a student's progress. Some alternative methods might be class discussion, class projects, verbal reports of modified tests.

When a modified grading system is adopted for one or more handicapped students in the classroom some other students may react negatively: there may be resentment that the handicapped student is getting an unfair "break" by having expectations lowered; the modified grading may draw attention to the handicapped student as inferior and unable to compete; or non-handicapped students may feel discriminated against by not getting any special help with their own school problems.

These and other reactions are concerns to teachers when a modified grading system is installed. Perhaps the best response a teacher can make when a student questions the procedures or grading practices employed with another student is to state, "I do not discuss your grades or performance with other students, and I will not discuss the performance of other students with you. If you have questions or concerns about the methods being used to evaluate your performance, I would be pleased to discuss them with you."

Traditional grading practices need to be reviewed...

Three alternative grading practices commonly used are contracts, pass/fail, and checklists. The contract is an agreement between the classroom teacher and the student about the level of performance to be maintained in order to obtain a specific grade. The contract with a handicapped student is frequently based upon the IEP written for the student. A good contract would include: the types and quantity of work to be completed by the student; an agreement as to how the grade and quality of work will be determined; and timelines for completion. Advantages of the contract are it clearly defines for the student what is expected; competitive grades are discouraged because the criteria for grades is determined for the individual student; and subjectivity on the part of the teacher is reduced because requirements are stated in advance. Disadvantages may be that it creates additional record keeping for the teacher and differences may occur on lack of student and teacher agreements on assignments.

The pass/fail system of grading is one of the simplest to operate. In this model only the minimun competencies for the course need to be determined. The successful completion of them permits the student to receive a grade of pass, or "P". Some of the advantages of the pass/fail system are: less pressure placed on the students for competition; the student knows what is expected and works toward a goal; and it relieves the teacher of the responsibility of comparative evaluation of the student's work. On the other hand, some students do less work when freed of pressures for traditional grades and minimum standards may be arbitrary and difficult to define.

A checklist is a system where the teacher can check a student's progress against a predetermined list of needed skills or completion of specific tasks. The checklist's advantages are: it offers .

continued next page...

detailed information about the student's performance; can pinpoint weaknesses in the school's instructional program; and skills may be prioritized. Disadvantages cited for checklists include: may be time consuming for the teacher; increases the amount of paper work; and written evaluation allows the teacher to be more subjective.

This article has attempted to review traditional grading systems and offer suggestions/alternatives for new ones. Traditional grading practices need to be reviewed in order to provide the best possible system for handicapped, and non-handicapped, students alike.

--Excerpts taken from Alternative Procedures for Grading Handicapped Students in the Secondary Schools, Stanley F. Vasa, Midwest Regional Resource Center, February, 1980.

Teacher Incentive Award Grants

We want to again remind all counselors that an important component of the project Counseling Special Students is identifying possible areas of funding in which local education agency personnel may be able to receive additional monies to implement activities, based on objectives that meet identified needs. The Teacher Incentive Award (TIA) program is one possible area of funding.

ESEA, Title IV, Part C, Teacher Incentive Awards are designed to encourage projects by school staff members working directly with students enrolled in Iowa's elementary and secondary schools. Counselors are eligible applicants for TIAs. The originator of the idea and writer of the proposal must also implement the project. The maximum award per project is $2,000 and it must be completed within one year. TIAs are not transferable. If the applicant leaves the school district, the grant does not follow, nor can it be transferred to another staff member in that district.

Projects should be designed to address serious educational problems in elementary and secondary schools. Considerations for approval include: how well the problem is defined, the clarity of objectives, activities, and provisions for evaluation. Approved budget items may include an extended contract for the application, equipment, supplies, and materials, travel, workshop, and consultant fees.

Depending on their own local school situation, counselors may want to implement activities to address identified needs of handicapped students in such areas as: individual counseling, group counseling, testing, occupational information, coordination of community services, self concept, peer relationships, parent involvement, follow-up, or staff involvement/consultation.

The Local Education Agency must agree to receive the award and maintain a separate accounting of the expenditures. The application must have the approval of the applicant's principal or supervisor, and the superintendent.

All school districts have been sent copies of the publication titled, Administrative Handbook, ESEA Title IV, P.L. 95-561. Complete guidelines for participation including application materials are contained in this handbook.

4 CSS PROJECT OVERVIEW

During the 1980-81 school year, the Counseling Special Students project will be implemented by the Midwest Regional Resource Center, Drake University and the Iowa State Department of Public Instruction. The project will have five objectives this year:

1. to disseminate seven issues of the newsletter. Topics will include methods classroom teachers can use with students with behavior problems and the counselor's role in referring students for special education services;
2. develop and disseminate two monographics. Topics under consideration are techniques for conducting individual and group counseling sessions with special education students and preparing non-handicapped students to interact positively with the handicapped;
3. conduct workshops for counselors;
4. abstract materials counselors can use with special education students and disseminate the abstracts to AEAs; and
5. develop a course for counselors on counseling special education students to be offered for college credit during the summer.

The project would like to continue to involve counselors in planning and implementing these objectives. If you would like to write an article for the newsletter, have ideas for topics to be discussed at the workshops or materials to be abstracted, please let us know. Contact the Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311, (515) 271-3936.

"WE'RE LISTENING..."

Just a short note to thank all of you who completed our newsletter survey last May. Your comments will be helpful as we begin to plan for another year.

Of the 276 respondents to the questionnaire, 75% found the newsletters to be "useful" to "very useful" with the issue Working with Parents receiving the highest overall approval. Three out of four reported that the newsletters provided them with new ideas and/or techniques.

We were pleased to discover from your answers that the newsletter was shared with an average of two other people, for a total readership of three times the number of copies distributed. We hope you will continue to do so. If you have any questions or comments about the newsletter, or ideas for articles, please send them to the Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311.

IDEAS

Postscripts...

Integrating Secondary Handicapped Students Into Vocational and General Education Curriculums, Midwest Regional Resource Center, et al, May 1980, 80 pages.

This document is a series of six monographs designed to provide teachers with information on the integration of secondary handicapped students into vocational and general education classes. The monographs can be distributed individually or as one document. The monographs are:

1. Developing Secondary-Level Individual Educational Plans (IEPs), Allen Phelps and Midwest Regional Resource Center.

   This monograph discusses why general and vocational educators should be involved in developing IEPs, what is included in an IEP and provides completed examples.

2. Adaptations for Teaching Secondary Handicapped Students, Madelyn Regan.

   The monograph presents the characteristics of six handicapping conditions, how these characteristics can cause problems for students during classes and adaptations general and vocational teachers can make to accomodate these students. The handicapping conditions of learning disabilities, behavior disorders, mental retardation, deaf/hard of hearing, blind/visually impaired, and orthopedic handicaps are discussed.

3. Grading and Graduation Requirements for the Handicapped Secondary Student, Josephine Barresi, Jean Harris Mock and Stanley F. Vasa.

   Two articles are included in this topic. They describe some of the philosophical issues surrounding this subject plus suggestions of methods teachers can use to assign grades.

4. Federal Legislation: What It Means for Educating Handicapped Students at the Secondary Level, Madelyn Regan and Kristine McBride.

   This monograph focuses on four major federal laws that affect vocational education of the handicapped: The Rehabilitation Act, the Vocational Education Amendments, the Education for All Handicapped Children Act and the Comprehensive Employment Training Act.

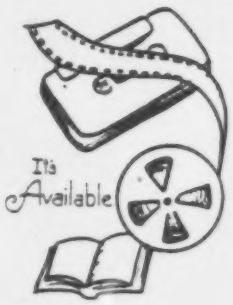
5. Resources for Educating Handicapped Students, Midwest Regional Resource Center.

   A description of agencies that provide information and services for the handicapped are listed with a brief description, addresses and telephone numbers. A discussion of federal, state and local funding sources is also included.

6. Glossary of Terms, Midwest Regional Resource Center.

   Vocational and special education terms are defined.

A copy of this document is available, for loan, by contacting the Cooperative Network of Inservice Resources, Marshalltown, Iowa, 50158, 1-800-542-7821.



Timelines...

For those interested in submitting an application for a Teacher Incentive Award Grant, the deadline is January 1, 1981. Please send your application to the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319. If you have any questions, contact Jim Forsyth, Guidance Services Consultant, 515/281-3425.

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COUNSELING SPECIAL STUDENTS

NO. 2

YOU HAVE TO STAY POSITIVE

--Jeff Nelson speaks on visual impairments. Jeff is presently a student at Prairie City High School, Prairie City, Iowa.

Gigantic, confusing. That was my first impression during my first days at Tech High School as a freshman. I had to keep telling myself that a high school is just like a junior high, only bigger with a lot more kids.

At first, the students at Tech didn't know that I'm legally blind. I don't walk with a cane, and I move around well. I really make friends easier that way.

I like school. I've always liked school. I like having different people around who can help prepare you for a future. I'm not saying that I don't have any problems in school. I have to adapt to not being able to read the board. I use my ears and listen carefully to the teacher instead of reading the board. In many classes I have a friend who takes notes off the board for me. In algebra, I have a book with large print. My history is on tape, and my English is on tape.

Most teachers don't mind making some special arrangements for me in class. The most important thing for a teacher to do is accept the person as a student, rather than as a person who can't help themselves.

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Not all teachers have this attitude. One history teacher commented to the class that I was mentally retarded for using a tape recorder in his class. I went down to the counselor and I got out of that history class. His remark got me down for a few seconds. I'm used to those remarks by now. Teachers, adults and kids have thrown remarks like that at me since I can remember.

To build your self-confidence, you've got to work at it. You have to know what you can and can't do and accept what you can do and try to do what you can't. You have to stick with it. You really have to stay positive.

Friends are important. I've met a young lady this year, and she's helped me alot. Certain friendships are limited to an extent. People have difficulty looking beyond people's physical barriers. The girl who helped me has barriers herself. She is limited to a wheelchair. I've worked with kids in wheelchairs, and I'm used to it. Somehow people have to learn to look beyond the physical barriers and get to know and accept people for what they are and not just for what they see.

"Handicap" usually refers to someone who is different from other people, from normal people. There are many kinds of handicaps: mental, emotional, and physical. Handicapped people feel normal. The term handicap is a perception on other people's part. I don't feel handicapped. I know I have some limitations. Handicaps are limitations, but having a handicap doesn't mean you're not normal. To help students overcome their limitations, adults should let them do what they can to achieve and don't push them too hard because they can get negative attitudes toward themselves and what they are doing. Sometimes its best to back off a little and start at an easier pace.

Teachers can help by not really giving handicapped kids any special treatment. Treat them like they are - just a regular person in their class. Sometimes teachers try to help too much. They can draw too much attention to the handicapped students. They also come up to me and ask if I want them to do something that I can do perfectly well for myself. That's helping too much.

My advice to students who are in a class with handicapped people is, "Treat them like any other friend you have." Don't try to help them out too much. Don't try to help them unless they ask you, because it really gets them down if you come up all the time and ask them if they need help.

Most people who are handicapped have strong emotional feelings. If they get bawled out by a counselor or a teacher, it hurts their feelings a lot more. Most handicapped children have had more challenges in life than most normal children. They have had to accept some difficult things, like being visually impaired. They have had to accept their handicap for what it is because there is no getting around it. Accepting these facts takes a great deal of work emotionally.

My parents have helped me. They treat me like all my brothers, for which I'm glad. I do the same amount of work around the house, if not more. They don't let me just sit around and do nothing. From the time I was little, they have helped me understand my handicap.

A handicapped person has expectations of others, too. I would like people to be able to overlook the handicap a person has. It was hard for the students at Tech not to show that they noticed my visual impairment. When I look straight ahead, my eyes are always wandering off in all directions. When I explained my visual impairment to my drill instructor, it got around school that I was blind, but no one treated me differently. Accepting a person's impairment really isn't that hard.

—Excerpts taken from The Challenge of Acceptance, Diane Finley, Thomas Jeschke, Midwest Regional Resource Center, January, 1980.

3 Learning About Others

During the course of the school year, students at Monroe-Casady Elementary have a chance to become involved in a handicap awareness program. Developed for non-handicapped fourth, fifth and sixth grade students by the school's guidance counselor, this program consists of a series of handicap awareness activities. The students meet with their counselor for six weekly half-hour sessions.

The first two sessions deal with self-esteem activities which include sharing positive qualities of self, discussion of self-potential, and recognition of individual differences. Students also discuss the importance of eliminating "put down" expressions from their conversations.

In the third session, the counselor begins developing an accepting attitude among the non-handicapped students toward the handicapped. This is accomplished by discussing the different types of handicaps, what causes them, feelings of handicapped persons, ways to overcome handicaps and how to create a positive environment for handicapped persons.

During the fourth session, students try out equipment used by the handicapped. They closely examine a wheelchair, an artificial arm and leg, a hearing aid, and Braille literature. The students are sensitized to the equipment and soon begin to feel comfortable handling the objects. Students blindfold partners and take them on trust walks, experience the frustration of buttoning while wearing mittens, walk a maze while looking through binoculars backwards, and attempt to communicate messages without using speech.

In the fifth session, the group visits the pre-school handicapped program which is housed in the school. This visit is basically an observation period with a teacher led question and answer session. After visiting the pre-school program some of the group members have volunteered to be peer helpers. The peer helpers assist handicapped students getting on and off buses, making materials for classroom use, and interacting with the children.

The final session is a walking tour of the nearby Easter Seal work training program for mentally and physically handicapped adults. Students observe and talk with adults who are gaining employment and socialization skills. A staff social worker is on hand to answer the students' questions.

This is only the beginning. Other areas which might be explored include the not so obvious mental and emotional disabilities. Increasing positive attitudes is an ongoing process. Discovering the uniqueness of all individuals, whether handicapped or not, is the ultimate goal.

--John Mathis, Counselor, Monroe-Casady Elementary, Des Moines, Iowa.

HANDICAPPED AWARENESS - AN ONGOING PROCESS

4

My own son, who has muscular dystrophy and walks with a walker, tells this story. During his first weeks in a brand new school a fellow student came up to him and asked, "Are you crippled?" He snapped back, "Yes, are you blind?"

It is not always easy for a handicapped student to handle this kind of situation. It is, therefore, the responsibility of the school to do all they can to help all students understand the problems of our handicapped.

Recently, Des Moines Technical High School set aside a week as Handicapped Awareness Week. Activities were scheduled that provided the total school population with a chance to participate.

On Monday an all school assembly was held to introduce the week's activities. The assembly featured the Des Moines Roadrunners Wheelchair Basketball team vs. the Tech faculty. As you might expect the faculty was beaten soundly by the Roadrunners.

Tuesday, several handicapped people, including Miss Wheelchair of Iowa, visited school and spoke to various classes.

Wednesday, Handicapped Awareness was the subject of a faculty meeting. A speaker from the Department of Public Instruction led the faculty in a discussion following the showing of the film, "A Different Approach".

It is the responsibility of the school to do all they can to help all students understand the problems of our handicapped.

Thrusday, several community groups, such as Goodwill Industries and the Easter Seal Center, set up displays in the halls.

Friday was simulation day. A number of staff and students spent the day simulating various handicaps. Some were blind, others in wheelchairs, and others simulated being hearing impaired. During the last hour of the day, a seminar was held and each shared with the group some of the special problems they encountered during the day. A local TV station attended the seminar and reported the activities of the week to the community.

Handicapped Awareness is not just one week of special activities. It is a feeling within a school. You see it in action in the halls, lunchroom and classrooms. You know <u>you</u> truly have handicapped awareness when <u>you</u> don't see the hearing aid, wheelchair, or cane. All you see is a very special human being.

—Walter A. Wilson, Counselor,
Tech High School, Des Moines, Iowa.

AN AWARENESS CAMPAIGN

5

Counselors may play an important role in helping non-handicapped students become more accepting of their handicapped peers. In this issue many ideas and suggestions are offered to help the counselor in this role. Following is an additional list of suggestions that counselors may want to try in their own schools to increase the acceptance of individuals with special needs.

Organize a disabilities week that focuses on what handicapped people can do.

Develop flyers to be put in bags at local grocery stores.

Develop placemats for local restaurants.

Develop awareness posters.

Have a handicapped person visit your classroom where students can ask questions.

Purchase materials and programs for general educators to use in their classrooms regarding disabilities.

Organize a parent/professional library on specific handicapping conditions.

Develop an in-service program on handicapping conditions.

Develop a network of individuals that people may contact to acquire information on disabilities and special education. The network could be composed of parents, students, teachers, counselors, etc.

Distribute "fact sheets" on handicapping conditions.

Organize a committee of parents and educators for working on acceptance of handicapped people.

Postscripts...

The Challenge of Acceptance: Students With a Handicap Share Their Personal Experiences, Diane Finley, Thomas A. Jeschke, and the Midwest Regional Resource Center, January,1980, 42 pages.

This handbook is designed to change the perception of what it means to have a handicap. Through sharing the ideas, feelings and perceptions of handicapped young adults, it is hoped that the reader will begin to look beyond the disability and see that handicapped students are more like other students than they are different from them.

The handbook is divided into three parts. The first section contains seven articles by students with handicaps. In the articles, students share insights into the acceptance of handicapped students in school, at home, and at work. The articles have been taped, and a cassette is included with the handbook. Articles are included for the following handicapping conditions: learning disabilities, mental disabilities, emotional disabilities, physical disabilities, hearing impairments, visual impairments and health impairments.

In the second section, awareness activities can be found which can be conducted with handicapped students, non-handicapped students, classroom teachers, and parents of handicapped students. The third section contains instructions for developing a handbook like The Challenge of Acceptance.

This handbook is appropriate for parents, personnel who work with handicapped students, and for secondary students, handicapped or non-handicapped.

Note: A copy of this handbook may be obtained on loan by contacting Gail Fleig, Division of Special Education, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319, (515)281-3176 .

The Mildy Handicapped: A Shared Responsibility, Department of Public Instruction, Special Education Division, 1978, Twenty-nine minutes, 3/4" video cassette, color.

This videotape presents an interview with Steve Rogers, a learning disabled student who graduated from the Des Moines School District. During the interview, which is conducted by Diane Finley, a learning disabilities consultant, and one of Steve's former teachers, Steve discusses his experiences as a handicapped student in a general education classroom. He explains what his general, vocational, and special education teachers, parents and non-handicapped peers have done that helped or hindered him during his school career. Many practical suggestions to parents and teachers are given.

Steve tells his "story" with a sense of humor that makes this tape well received by all who watch it. It can be followed by large and/or small group discussion about attitudes toward the handicapped. The tape is applicable for the following audiences: general, vocational, and special educators, administrators, parents and students.

A copy of the tape was sent to each AEA. Contact your media center and/or special education department for it.

Mark Weston, a former Des Moines Dowling High School guidance counselor, has recently joined the Midwest Regional Resource Center. Mark will be actively involved in the CSS Project. Welcome, Mark!

Season's Greetings

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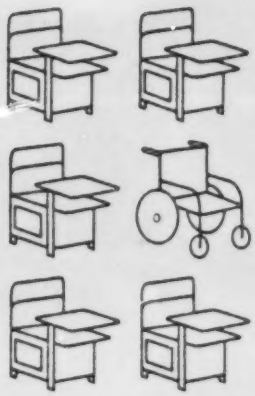

COUNSELING SPECIAL STUDENTS

NO. 3

THE REFERRAL PROCESS: COUNSELORS CAN TAKE AN ACTIVE ROLE

Presented in this issue are ideas, checklists, and resources counselors can use to help teachers who wish to refer a student for special services. The ideas are simple, yet practical, and they will help teachers and counselors develop accurate and complete referrals.

Pre-referral activities are usually conducted by classroom teachers, principals, or counselors when a student is first thought to have a learning or behavioral problem before the student is referred. By implementing some of these procedures, information can be gathered to determine if the student does have a consistently occuring problem and should be referred or if some minor classroom adjustments could alleviate the problem.

Counselors can be a part of this pre-referral process by suggesting to teachers and administrators various informal screening techniques and classroom adjustments or by implementing some of the techniques themselves with the students.

The following is a list of some informal procedures a counselor may want to use or suggest. It is not a complete list but outlines some suggestions.

Informal Screening Procedures

1. Records
   - Check the student's folder to determine if there is any other mention of a behavior or learning problem.
   - Check the student's absentee rate
2. Classroom/Playground Observations
   - Note the interactions the student has with other students and teachers

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- Notice if there appears to be any vision, hearing, or general health problems
- Observe if he/she responds better to written or oral directions
- Notice if he/she works independently or needs direct teaching

3. Student Workbooks/Worksheets
   - Examine worksheets and workbook pages to determine what skills the student can and can't do
   - Check assignments to determine what kinds of errors the student is making and if there is a pattern to them.

After analyzing the screening procedure results, it may be determined that the student does not have a problem. What may have appeared to be a problem was, perhaps, a random error or just "one of those days" that everyone has at one time or another. However, if the information indicates that a problem might really exist, a few of the following classroom modifications may be tried to see if one or two of these minor adjustments might alleviate the student's difficulties. Only one of the modifications should be implemented at a time. If two modifications are tried at the same time and the student's problem decreases or disappears, it won't be apparent as to which alteration promoted the change.

Classroom Modifications

1. Presentation - vary the way the content is presented
   - Verbal (lecture, discussion)
   - Written (tests, worksheets)
   - Demonstration
2. Response - vary the way the student is asked to respond
   - Motor (written, demonstrate the answer, draw pictures, shop projects)
   - Oral (individual response, group discussion, role playing)
3. Groupings - vary the group size depending on student's needs
   - Independent work
   - One-to-one instruction (use of volunteers, peer tutors, cross-age tutors)
   - Small group vs. large group instruction
4. Physical Environment - vary the physical environment to determine if it is having an effect on the student
   - Seating
   - Lighting
   - Space
   - Distractions
5. Methods - vary teaching methods used to determine if a certain method, or combination of methods affects the student's learning or behavior problem
   - Repetition
   - Activity centers
   - Reinforcement
   - More teacher or student directed instruction
   - Contracted assignment
   - Cue words/gestures

--Excepts taken from The Sequel of P, Midwest Regional Resource Center, April, 1980.

√√√√√ CHECKLISTS √√√√√

The following two checklists can be used by counselors or given to classroom teachers to assist in the referral of students for special services.

3

SCHOOL PERFORMANCE CHECKLIST

Student's Name _____

	Yes	No
1. Classwork/Homework		
a. Completes assignments		
b. Requests help when needed		
2. Attendance		
a. Regularly attends		
b. Makes up work when absent		
c. On time to class		
3. General Contributions		
a. Follows instructions		
b. Comes prepared		
c. Contributes to class discussion		
d. Does well on assignments		
e. Completes long-term projects		
f. Shows initiative		
4. Attitude		
a. Cooperative		
b. Likes school		
c. Pays attention		
d. Accepted by peers		
e. Observes safety rules		
5. Discipline		
a. Observes class rules		
b. Maintains self control		
c. Uses appropriate language		
6. Prerequisite Entry Skills (List any missing required skills)		

Regan, M.K. Vocational Education Inservice Training. Lawrence: The University of Kansas, 1980.

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WE CAN HELP!

If any of the students you teach exhibit any or a combination of the behaviors listed below, over a period of time, that student may have a learning problem.

Mark any of the behaviors listed below exhibited by a student you think may have a learning problem.

____ Short attention span

____ Variability of moods

____ Inability to get along with peers or teachers

____ Erratic performance within a subject area

____ Experiences difficulty following verbal and/or written directions

____ Is frequently truant

____ Squints when reading from the blackboard

____ Slurring of speech

____ Fails to respond to the normal level of speech

____ Experiences difficulty completing classroom assignments

____ Rubs and blinks eyes frequently

____ Frequently complains of physical or medical problems

____ Appears to forget simple concepts from one day to the next

____ Appears to be more clumsy than peers

____ Over-reacts emotionally to minor incidents

____ Poor handwriting

____ Difficulty with spelling

____ Has to be doing something all the time like tapping fingers or feet, grimacing, etc.

____ Reads at a lower level that most students at his/her level

If it appears that you are making quite a few marks over a two week time period, you may want to discuss the problem with the student or refer the student to the appropriate personnel for further evaluation.

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Postscripts...

The General Educator's Role and Responsibilities in the Education of Handicapped Students, Midwest Regional Resource Center, June 1980, 42 pages.

This module is designed to be presented in fifty to sixty minutes to general educators at either the preservice or inservice level. The goal of the module is to provide an overview of the general educator's role and responsibilities in the individual education planning (IEP) process. The IEP process is defined as containing six steps: 1) pre-referral, 2) referral, 3) assessment, 4) developing the IEP, 5) implementing the IEP, and 6) reviewing the IEP.

At the conclusion of the workshop, participants should be able to:

1) identify and define the six steps in the IEP process;
2) identify their role in each stage of the IEP process; and
3) name one activity or kind of information which a general educator could gather for each of the six steps in the IEP process.

The package contains Facilitator Notes which outline how the workshop is to be conducted, the objectives, the materials needed to present it, such as transparencies and participant handouts, and the time requirements. Activity Notes, which are a script the facilitator may follow or adapt to meet the needs of the audience, are also provided.

A pre-post test is included with this module.

Note: Copies of both products were sent to the Iowa Department of Public Instruction, Division of Special Education, Grimes State Office Building, 50319, 515/281-3176.

The Sequel of "P", Midwest Regional Resource Center, April, 1980, 23 pages.

This document is a self-instructional module designed to assist secondary educators to refine their data gathering skills and develop appropriate student referrals. In the event a formal referral is necessary, the applicability of the data to the referral process is demonstrated.

Most of the examples included in the module are secondary examples. Each major topic is explained and accompanied by an activity which allows the reader to practice the skill.

Specific topics addressed in this package are:

- Problem Specification
- Information Acquistion
- Data Collection Strategies
- Review
- Referral

The package requires one to one and one-half hours to complete.

101 RESOURCES FOR COUNSELORS

As part of the CSS project, 101 materials have been abstracted and compiled into a resource book entitled, 101 Resources for Counselors, A Guide for Locating Materials For Special Education Students.

Counselors searching for ideas and resources to use with special students, parents and teacher will find this collection of abstracts particularly valuable. These abstracts were compiled with two purposes in mind: 1) to aid school counselors in identifying educational resource materials for use in assisting special students, and 2) to increase school counselor awareness regarding special students' unique needs.

Copies have been sent to each AEA Media Director and also to AEA Guidance Services/Career Education Coordinators.

Timelines...

The CSS Task Force will meet at Drake University January 22nd to plan a series of statewide workshops to be offered this spring for counselors throughout the state. Members of the Task Force include Ione Baal, Jim Buddenhaggen, Karen Conzett, Pat Harmes, Lauralee Rockwell. and John Thompson.

The CSS Advisory Board will meet the following day, January 23, at Drake University to review the project and to make recommendations for future activities.

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NO. 4

INDIVIDUAL COUNSELING TECHNIQUES

The general movement in education since the passage of the Education for the Handicapped Act in 1975 has been toward accomodating special students in the least restrictive educational setting. This means that to the greatest extent possible, special education students should be educated with their non-handicapped peers. The increasing number of handicapped students who are now attending public schools and who have been integrated into general education classrooms generally require the whole continum of guidance services that is provided to their non-handicapped peers by trained school counselors.

Special students are youngsters evaluated as being mentally disabled, hard of hearing, deaf, speech impaired, visually handicapped, behavioral disordered, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities. They are students, who because of these impairments, need special education and related services such as transportation, physical or occupational therapy, and psychological services.

Until recent years, school guidance counselors were seldom called upon to serve special education pupils. Counselor training programs seldom provided skills needed to assist these students. Yet as a result of federal legislation counselors are now asked to provide services to their school's special student population.

Special educators and counselors can form a team that works to help special students...

It is important to remember that the fundamental guidance and counseling principles apply to all students - even those falling into the "special student" niche. Handicapped secondary students are adolescents and have the same needs, wants and hopes common to all teenagers. However, some special students have handicapping conditions that impede their academic, personal, and social growth. Most counselors will find it necessary to develop new skills, adapt old ones, or perhaps redefine their role and function in order

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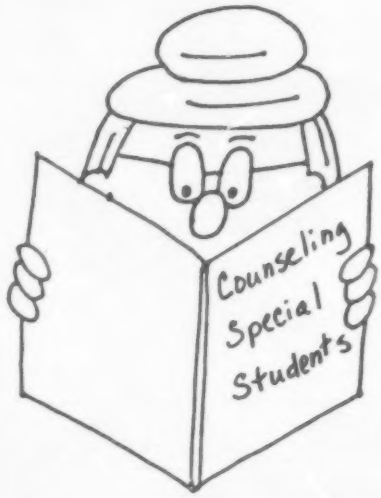
to facilitate the special student's ability to attain his/her full potential. Special educators can assist counselors by providing ideas of specific approaches that work with certain special students. Special educators and counselors can form a team that works to help special students achieve their fullest potential. When working with special students school counselors may find it helpful to keep in mind these basic tenets:*

- The handicapped are their own person...
- No matter what handicapping label is used for the convenience of others, each special student is still a totally "unique" person...
- Irregardless of handicapping condition(s), special students have limitless potential for becoming---not what we desire for them to become, but rather attaining what is within them to become.
- Special students must discover what works best for them. There are many ways of learning and adjusting. These youngsters have the same right you have to fail and succeed, to deny them these opportunities is to deny them life.
- Special students have a right to honesty about themselves, about you, and about their condition. Growth can occur when a foundation of honesty has been established. (*adapted from Leo Buscaglia's The Disabled and Their Parents: A Counseling Challenge, 1975, pp. 19-21)



When working with special students, one of a counselor's main goals will be facilitating positive self-concept development. Self-concept development interfaces with most other counseling concerns. Certainly a special student's acquisition of independent living skills, social development, and academic performance are all influenced by his/her self-concept.

Another concern some counselors will face is reducing the special student's dependency on others. Some students turn to counselors hoping that he/she will do everything for them. In order to effectively counsel special students counselors must be aware of their own paternal/maternal desires and a youngster's tendency toward developing dependency. Counselors must walk the tight-rope between being open, non-judgmental, and willing to listen to special students yet not encourage overdependency. Counselors need to realize that these youngsters are competent and capable and can eventually develop workable solutions to problems. Emphazing student participation will encourage decision making skill acquisition. Let the student know what is expected of him/her.

Helping handicapping students develop healthy sex role identities is another challenge facing school counselors, since society has frequently denied the sexuality of these youngsters. This has been especially true for students with physical handicaps. Information about sexuality can be provided through individual counseling sessions and in established sex education programs. There are many advantages with the individual approach since the subject is so personal and frequently sensitive. For instance, explaining different parts of the body and the differences between male and female anatomy to a blind student might require tactilely exploring models of the human body. Sharing feelings about asking a non-handicapped peer for a date and being refused might be another topic for discussion during an individual counseling session.

cont'd next page...

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There are a few additional considerations regarding techniques that counselors will need to be aware of when helping special students:

- Special students generally, have a low tolerance for frustration, they need supportive counseling and chances to vent feelings.
- Special students receive much negative feedback, counselors can help enhance self-esteem.
- Counselors may need to be more directive and perhaps use behavioral counseling approaches with special students who find interaction difficult because of language or reasoning deficits.
- Call special students by name.
- When counseling the visually impaired, give clear verbal instructions.
- Give concise instructions when counseling mentally disabled students.
- Reinforce verbal comments by using facial gestures and hand movements.
- Give face to face responses.
- Lastly, solicit feedback about your instructions by asking questions like: "Now, you tell me what I said", or "Sally, show me _____."

Generally, counselors need to be flexible since some students will require firmness while others will be able to accept more self-responsiblity.

Specific approaches counselors can use with special students are:

Bibliotneraphy - Sharing fictional and non-fictional accounts about handicapped individuals who are successfully coping with their impairment(s). For example, The Challenge of Acceptance (available through Department of Public Instruction, Special Education Division, Grimes State Office Building, Des Moines, Iowa, 5[illegible]19) or the videotape "The Mildly Handicapped: A Shared Responsibility" (available through your AEA media center) can be used with students and discussed afterwards.

Person Resources - Introduce special students to other handicapped persons in the community who are successful. Encourage them to establish healthly role models to emulate. Perhaps "shadowing" situations can be created.

Talents - Facilitate the identification and development of talents and abilities he/she might possess. Most people know their shortcomings so emphasizing a person's positive qualities will enhance his/her self-concept.

Work - Uncover opportunities for closely supervised work experiences. Job success, can have a positive impact on students who believe they are not as capable as their peers, and provide practical experience which will be valuable after graduation.

Group Experiences - Regular group sessions can be developed to help special students deal with common problems. When possible include non-handicapped students in these experiences. Realizing that others have similar concerns can be reassuring. Conduct individual counseling follow-up sessions.

Contracts - Establish a behavioral contract with a special student to help him/her overcome specific weaknesses. Make each step of the process clear to the youngster and build into the written agreement some positive reinforcement.

Orientation Sessions - Establish an orientation program for new special students that shows how handicapped students can cope with the demands of the least restrictive environment. If possible, include other handicapped students who have successfully adapted to the environment.

In summary, counseling special students is an opportunity rather than a problem. The challenge of meeting the needs of special students is one that can provide impetus for professional growth and development plus the personal satisfaction that results from shared learning experiences.

--by Mark Weston, Midwest Regional Resource Center, Drake University, Des Moines, Iowa.

Activity-Of-The-Month

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Wagon Wheel Activity

Purpose:

1. Increase awareness among non-handicapped students regarding what it would be like to be handicapped.
2. Provide opportunities for participants to share insights about prejudice and discrimination toward handicapped persons.
3. Facilitate interpersonal communication.

Procedure:

Invite participants to sit in chairs arranged in two concentric circles. (see diagram 1)

Ask one person from each pair to raise his/her hand. The hand raising person will begin the activity by sharing for two minutes on the topic introduced by the facilitator. (see Topic List) The participant who chose not to raise his/her hand will be responsible for listening to his/her partner. After two minutes, the listener will have an opportunity to demonstrate how well he/she listened.

Reverse the procedure.

After each partner has had an opportunity to share and listen ask the participant sitting in the outer circle to move one chair (wheel spoke) to his/her left.

Introduce a new topic and repeat this procedure.

Continue for one complete "go around" and then process the activity by asking "What did you notice? What are you aware of?"

This activity can be used with various group sizes, but seems to work best with groups of 6 to 20 persons.

Suggested topics (Be creative, develop your own)

1. A time when you experienced what it would feel like to be handicapped?
2. An activity you are good at in which you use your legs? How would this change if you were blind? cerebral palsied?
3. A time when you exerted self-control? What would frustrate you most about being retarded? visually impaired?
4. In what ways are you dependent on others? How would this change if you were orthopedically handicapped?
5. A person you admire who has overcome adversity?
6. A time you did something about discrimination or prejudice?
7. A time when you did something with a handicapped person?
8. What handicapping condition do you fear most?

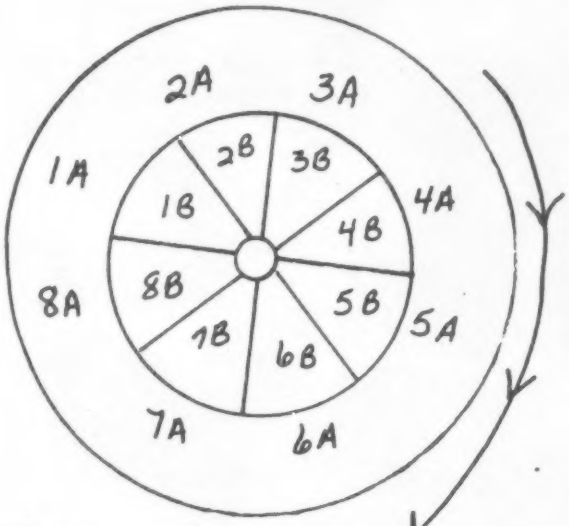

Diagram 1

Note: Major contributors to the development of this activity were: Sidney Simon, Values Clarification, Hart Publishers, New York, New York, 1972; Jim Andersen, Heartland AEA Human Relations Manual, 1977; and Mary Hays, Iowa Department of Public Instruction, Des Moines, Iowa.

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CSS WORKSHOPS

As a result of the January 22nd CSS Task Force meeting, three in-state workshops are currently being planned. The workshops are intended to: a) create an awareness of persons with handicapping conditions; b) develop an understanding of this population; c) explore ways of assisting them in their growth and development; and d) assist participants in facilitating positive interaction between non-handicapped and handicapped people.

The workshop objectives have been outlined as follows:

1. To explore and demonstrate individual and group counseling techniques for use with special students.

2. To enchance channels of communication among counselors, classroom teachers, special education teachers, administrators and AEA special education support personnel.

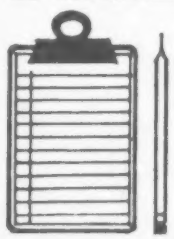
3. To identify activities that promote positive interaction between non-handicapped and handicapped students.

4. To discuss and explore counselors' role(s) in special education.

The one-day workshops will consist of three interest sessions - "Individual Counseling with Special Students", "Group Counseling with Special Students", and "The Counselor's Role in Special Education".

The dates and sites have tentatively been scheduled for April 21, 22, and 23 at Storm Lake, Ames, and Cedar Falls, respectively.

Additional information and registration materials will be forthcoming.



Postscripts...

The Encouragement Book, Becoming a Positive Person, Don Dinkmeyer and Lewis E. Losoncy, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 07632, 1980, 325 pages, $6.95.

This book is about becoming an encouraging person. The authors feel that a course in encouragement should be taught to everyone in the helping professions. Encouraging people are easy to be with, are interested in others, are positive and enthusiastic about life and its possibilities. Because of their special talents in relating to people, they make the most effective parents, teachers, and counselors.

The first part of the book assists readers to enrich their knowledge and attitudes about encouragement. It talks about understanding human behavior, discusses discouragement, and gives practical suggestions and techniques to use in developing encouragement in self and others.

The second part of the book discusses the skills of encouragement in four phases: 1) relationship building, 2) self-awareness, 3) action and movement, and 4) independence and self-encouragement. Each of these phases focuses on some crucial skill, knowledge, or attitude that is most productive for the encourager to employ at that time.

Part three focuses on putting the skills, knowledge and attitudes together to become a more talented encourager. These skills can be developed individually or in groups such as a family, a class, or a work-study team. Each skill is learned through practical examples, work exercises and activities.

EFFECTIVE PRACTICES

As a special assignment from the Office of Special Education, the Midwest Regional Resource Center collects and disseminates information about programs which demonstrate effective practices in the development and implementation of Individualized Education Programs (IEPs) in rural areas.

If you are aware of effective practices being conducted in parental involvement in the IEP process, IEP management, IEP evaluation, secondary programming and/or developing and implementing quality IEPs please contact: Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311, (515) 271-3936.

Timelines...

The 1981 Annual American Personnel and Guidance Association (APGA) Convention will be held April 12-15 in St. Louis, Missouri. For more information contact: Jim Forysth, Guidance Services, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319, (515) 281-3425.

The National Council for Exceptional Children (CEC) Convention will be held in New York City April 12-17, 1981. Contact CEC, 1920 Association Drive, Reston, Virginia, 22091, (703) 620-3660 for more information.

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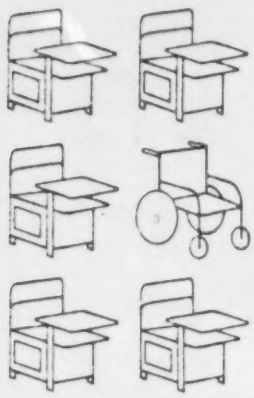

COUNSELING SPECIAL STUDENTS

NO.5

GROUP COUNSELING TECHNIQUES

The key to successful group counseling with handicapped students is a communication process which emphasizes acceptance.

Handicapped students often grow up with the stigma of not being acceptable academically and socially. They need someone who is willing and able to hear and respond to their concerns. They need someone who accepts them as worthwhile individuals despite their physical, emotional, mental, or academic disabilities. That someone can not only be the group leader but also the other group members.

Groups can be established in a number of ways and for a variety of reasons. Often the group is composed of students who are expressing similiar concerns; who is in the group depends on what is being discussed. In this kind of group the participants learn from each other as they recognize their similiar experiences, thoughts, and feelings. On the otherhand, a mixture of group members, for example, students from both the general education and special education classes, can be an effective way of allowing group members to become more aware of the similarities and differences that exist among people. The group can be a learning experience for everyone, including the counselor.

Another way a group may be formed is by using the already established classroom. Counselors and educators can work together to establish a time this group can meet on a routine basis without interfering with the daily classroom schedule.

The key to successful group counseling with handicapped students is a communication process which emphasizes acceptance.

If the object of the group session is to discuss problems and concerns, the first job of the group leader will be to create an atmosphere in which group members feel comfortable enough to share their ideas and viewpoints. This atmosphere can be built by using nonthreatening, community building exercises in which group members can overcome their fears and begin sharing of themselves with the group. Something as simple as group members cutting out magazine pictures to form a collage describing themselves can be used to begin.

continued next page...

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If a handicapped student can risk sharing, without the threat of negative feedback, trust will develop, and the stage for greater risk-taking will be set. The development of a group feeling of community will emerge.

Counselors functioning as group leaders must facilitate group interaction and individual involvement. This can be done by using reflective listening techniques that clarify meanings, summarize content and reflect understanding. Attending behaviors such as maintaining eye contact and body position help facilitate interaction and involvement.

Counselor responses that evaluate, interpret or advise a student tend to inhibit the desired involvement and interaction.

Counselors functioning as group leaders must facilitate group interaction and individual involvement.

Active listening by the counselor demonstrates respect, acceptance, and interest in each group member. The group leader's behavior can also serve as a role model for group members.

Topics of discussion may be generated from the concerns of the group members. There are various films, filmstrips, and video tape programs available dealing with common teenage problems which can be used as discussion stimulators. For example, the Encyclopedia Britannica series entitled People You'd Like to Know* encourages discussion of feelings and attitudes of people who are socially and emotionally disabled, have speech and hearing impairments or are physically disabled.

Pointing out similiarities and differences among group members as discussion develops may help students view themselves and others in new ways. This technique can help group members realize that others are having similar experiences and have similar feelings. This will be a positive experience only if these comparisons are non-evaluative.

As a student's ideas are actively listened to by the counselor and accepted in a non-evaluative and non-threatening way, group members will feel that they are respected by the other group members.

This will facilitate continued exchange of concerns and ideas as group cohesion continues to develop. Acceptance also communicates that the group views each member as important and worthwhile.

A successful group experience can help a group member feel supported not only by the group leader but also by the other group members.

--by Roger S. Nichols, Guidance Director, East High School, Sioux City, Iowa.

*Available from the Encyclopedia Britainnica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL, 60611.

Activity-of-the-Month

3

The following activities are suggested topics for use in group counseling sessions. The self-awareness inventory for students in special education is designed to help special students examine the responsibilities they have toward school, their family, and themselves. The discussion of responses to the inventory could be discussed among a group of students with the counselor acting as a facilitator. There are no right or wrong answers, the important part of the inventory is the student's feelings about his/her answer. The group discussion questions may be used in conjunction with the self-awareness inventory or they may be conducted as a separate activity.

Self-Awareness Inventory for Students in Special Education Programs

The following statements were made by students in special education programs. Circle "A" if you agree with the statement. Circle "D" if you disagree.

1. Students with problems often prefer to play around in school to cover up their real problems. A D
2. Time is better spent outside of school. It's a waste of time to attend school. A D
3. It is easier to get kicked out of class than be embarassed about not being able to do the work. A D
4. It is best to admit you have a problem and be willing to take some help. A D
5. Students should feel comfortable asking a teacher for help with a problem. A D
6. Friends can be influential and keep you from asking for special help. A D
7. It would be embarassing for my friends if they knew I was in a special program. A D
8. Students should make a real effort to participate in school activities like sports and clubs. A D
9. It is easy to find excuses for not going to work. A D
10. It is easy to use your disability as an excuse when it's convenient. A D
11. Students can be very devious with their parents and teachers. A D
12. It takes great self-discipline to go to school every day. A D

Group Discussion Questions for Students in Special Education Programs

1. Have you been able to accept your handicap?
2. Do you have definite goals about your education?
3. Can you sacrifice now for the things you want in the future?
4. Is having a car the most important thing in your life?
5. How do you feel when you're separated from your friends during the time in school when you receive special help?
6. Has drinking or drugs in high school caused you or your friends many problems?
7. Can you hold your temper when you are criticized?
8. Are you able to discuss a problem rather than get angry?
9. How do you get along with people?
10. Do you ever seek attention by disruptive behavior?

Note: These activities were taken from The Challenge of Acceptance, Diane Finley, Thomas Jeschke, Midwest Regional Resource Center, May, 1980.

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CETA YOUTH PROGRAMS

Youth programs under Title IV of the Comprehensive Employment and Training Act (CETA) are designed to provide a broad range of coordinated employment and training programs for eligible youth. The purposes of the youth programs are to improve their future employability and to explore and experiment with alternative methods for accomplishing meaningful employment. Services for youth are designed to assist eligible participants (handicapped students are considered for CETA eligibility) in overcoming barriers to employment experienced by youth, including lack of basic education or vocational skills, and inability to find employment.

Guidance counselors should become familiar with their local CETA prime sponsors. In Iowa there are six prime sponsors responsible for administering the various CETA programs. Each prime sponsor has a Youth Advisory Council which assist in the planning for various CETA youth programs. These youth programs may consist of the work experience program for in-school disadvantaged youth, summer youth employment program, and community conservation programs. All youth programs must be assured that job information, counseling, guidance, and placement services will be made available to participating youth. To gather more information on CETA efforts that contribute to employment and training needs of disadvantaged youth, contact the following appropriate prime sponsor.

Black Hawk County Board of Supervisors

Dave Mazur, Director
Black Hawk Manpower Planning and Programming Board
4th Floor, KWWL Building
East 4th and Franklin
Waterloo, Iowa 50703
Counties served: Black Hawk

Woodbury County Board of Supervisors

Dennis LaBrune, Director
Woodbury County Employment Training Center
Suite 301, Baxter Building
808 Fifth Street
Sioux City, Iowa 51101
Counties served: Woodbury

Central Iowa Regional Association of Local Governments (CIRALG)

Gary Evans, Director
1055 6th Avenue, P.O. Box 10392
Des Moines, Iowa 50306
Counties served: Boone, Story, Dallas, Polk, Jasper, Madison, Warren, Marion and (City of Des Moines)

Davenport/Scott County Consortium

Randy Richards
Director of Employment and Training
Annie Wittenmeyer Civic Activities Center
2802 Eastern Avenue
Davenport, Iowa 52803
Counties served: Scott

Linn County Manpower Consortium

Robert Ballantyne, CETA Director
CETA Operations
Dutchess Plaza
425 3rd Avenue, S.W.
Cedar Rapids, Iowa 52404
Counties served: Linn

Governor's Office for Planning and Programming

Dennis Fetters, Manpower Director
Office for Planning and Programming
523 East 12th Street
Des Moines, Iowa 50319
Counties served: All other counties in Iowa not within the jurisidiction of local prime sponsors.

--by James H. Fliehler, Consultant, Manpower Services, Area Schools Division, Iowa Department of Public Instruction, Des Moines, Iowa.

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CSS WORKSHOP UPDATE

Good news! The Counseling Special Students Regional Workshops have been finalized. Each workshop will begin at 8:30 a.m. and conclude at 3:30 p.m. The dates and places for the three one-day workshops are as follows:

Tuesday, April 21 - Buena Vista College, Storm Lake, Iowa

Wednesday, April 22 - Memorial Union, Iowa State University, Ames, Iowa

Thursday, April 23 - Maulker Student Union, Cedar Falls, Iowa

Counselors and special educators are encouraged to participate in these workshops as a team. Small group sessions will be conducted on "Awareness and Understanding of Handicapped Students", "Individual Counseling with Special Students", "Group Counseling with Special Students", and "The Counselor's Role in Special Education". Each participant will receive a copy of the CSS monographs- An Activity Book for Encouraging Interaction Between Non-Handicapped and Handicapped Students and Individual and Group Counseling With Special Students.

Registration materials will be forthcoming. Be sure to mark these dates on your calendar!

Postscripts...

Counseling Exceptional Children, Thomas Fairchild, Learning Concepts, 2501 North Lamar, Austin, Texas, 78705, 1977, 109 pages.

Written in a large print, cartoon-format, this book is for general educators who are interested in developing their counseling skills with special students.

In this book the author hopes to accomplish three things: 1) to impress upon the classroom teacher the necessity of becoming concerned with affective development in children and to justify why they should possess some basic counseling skills that are critical in establishing effective interpersonal relationships, and 3) to make teachers aware of some special considerations when working with special students.

Things You Can Do With This Newsletter...

- share it with a special education teacher
- show it to your principal
- pass it on to a fellow counselor who may not have received a copy
- Xerox a copy for your librarian to add to the resource files

Timelines...

CSS Workshops will be held April 21, 22, 23, at Storm Lake, Ames, and Cedar Falls, respectively. For more information contact: Mark Weston, Counseling Special Students, Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311, (515)271-3936.

The 1981 Annual American Personnel and Guidance Association (APGA) Convention will be held April 12-15 in St. Louis, Missouri. For more information contact: Jim Forysth, Guidance Services, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319, (515) 281-3425.

The National Council for Exceptional Children (CEC) Convention will be held in New York City April 12-17, 1981. Contact CEC, 1920 Association Drive, Reston, Virginia, 22091, (703) 620-3660 for more information.

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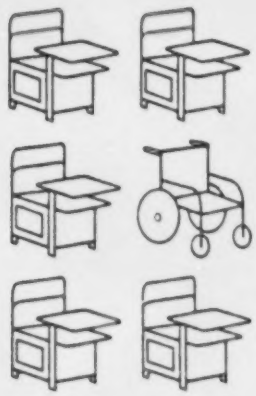

COUNSELING SPECIAL STUDENTS

NO. 6

COUNSELING BEHAVIORAL DISORDERED STUDENTS

Teaching behavioral disordered (BD) students can be one of the most perplexing problems many classroom teachers and counselors ever experience. Of all the students in a school, the BD youngster offers the most frustrating yet potentially rewarding challenge to educators. A behavioral disordered student is defined as a youngster who engages in inappropriate behaviors that significantly affects his/her own development, the lives of others, or both. The behaviors typically exhibited by BD students range from intense hostile aggression to extreme withdrawal. Each BD youth is unique and poses special challenge to educators.

General educators, special educators, and counselors must work together to help BD students find success at school. Counselors can function as resources to general educators by providing support, encouragement, and suggestions of strategies they can try with BD youth recognizing that some will work and some won't since each BD student is different.

Counselors need to keep in mind several basic ideas when working with BD youth. Among the keys to working with these students are:

- Be sincere and show that you care!
- Don't be afraid to try something new - just make sure the student knows what is happening.
- Be flexible —— work "with" the student, not "on" him/her.
- Keep records of what you do, and how the student responds.
- Continue the things that are successful, discard those that are not.
- Talk with people. Talk with the student and talk with others that are significant in the student's life. BD students can be frustrating to work with, so allow time to get your frustrations worked out so it won't effect your overall performance.

continued next page...

This newsletter is a cooperative project of the Midwest Regional Resource Center, Drake University and the Iowa Department of Public Instruction, Des Moines, Iowa.

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The next section of this article contains five tools that special educators, counselors and general education teachers can try with BD students. Each of these areas are not necessarily something every BD student needs. For example, an anxious teenager may need help removing the structure of his/her life and if a teaching/counseling strategy is used which employs added structure his/her growth may be inhibited.

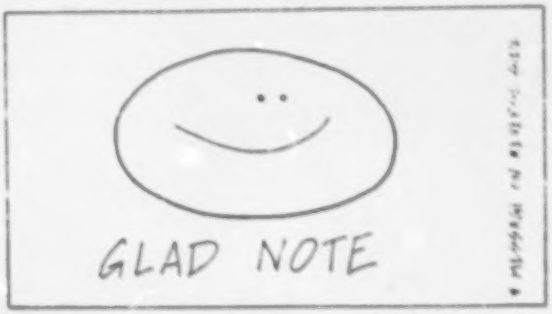
1. *Classroom Environment*

All of the behavior problems that occur in school can not be fully understood by just analyzing an individual BD student's behavior. Frequently, the classroom environment contributes to the difficulties experienced by the BD student.

The classroom environment can be designed to facilitate the BD student's development. Some BD students need predictable routines. Routines create a framework in which learning can occur because routines tell the student what is expected of him/her. As the BD student learns the classroom routine he/she will become more confident and self responsible, and eventually able to assume responsibility without constant supervision.

Some BD students will also need to know what behaviors are appropriate for the classroom. Sometimes compiling a list of appropriate classroom behaviors can be a good task for a class meeting. Many teachers have found that posting the "list" in a highly visible spot in the room makes for easy reference.

Educators' behaviors must be consistent and predicatable if a classroom environment is to be optimum for a BD student's development. BD students can depend on people who are consistent and predictable. The behaviors being shaped shouldn't be ignored because a teacher is tired or irritable.



2. *Paying Attention In Class*

Some BD students do not pay attention to the teacher in class. Since paying attention is a basic requirement for acquiring knowledge at any age, lack of attentiveness, irregardless of the cause, is a sign of potential learning difficulties. Showing a student that he/she is expected to pay attention in class can be accomplished in several ways. Some are:

- A teacher can pause after asking a question and look at several students before selecting one to respond. Students will generally attend better if teachers select them in random rather than predictable sequence.
- In class, assignments for some BD students should be designed to require short periods of attention. Longer assignments can be gradually introduced.
- When students must work together in small groups, attending can be improved by decreasing the size of the group so every youngster is more involved.

3. *Reinforcement*

When a BD student behaves in an appropriate manner, teachers and counselors should acknowledge his/her behavior by providing positive consequences or reinforcement. Reinforcement increases the likelihood that appropriate behavior will re-occur, especially if the reinforcer is provided soon after the behavior occurs, and is really rewarding to the student.

Reinforcers take many forms. These include social reinforcers (encouragement from adults, physical contact, etc.) activity reinforcers (listening to the radio, sitting alone quietly, etc.) and tangible reinforcers (notes, food, tokens, etc.) Effective tangibles reinforcers for use in the classroom include "Glad Notes", "Glad Phone Calls", and other forms of positive personal messages.

Unfortunately, more often than not, most parent-school correspondence is negative. Students and parents need to also hear the positive side. Educators also need to let parents know when something good happens at school.

3

4. Contracts

Behavioral contracts are typically an an agreement between a student and teacher or counselor to achieve a certain goal, perhaps an academic task or behavior change. When designing a contract it is very important that the BD student indicates that the behavior addressed in the contract is one that he/she needs to alter, and that the goal is one he/she wants to attain.

The contract can be drawn up in a conference, at which the student, as well as the teacher and counselor, is involved in determining how the contract will work. In addition, the contract approach will only be effective if the student makes a committment to change his/her behavior.

Three important elements for a behavioral contract are time, responsibilities, and consequences. The amount of time that the contract will cover must be specified. The length of time covered by the contract should be determined by the BD student's ability to organize tasks and discipline him/herself. Generally, small time segments are best, since it allows the student to receive reinforcement after a short effort period.

The contract should also specify the responsibilities of all persons involved. The counselor, teacher, and student each might have certain responsiblities. It should also specify what the student can expect if he/she successfully accomplishes the goal and what to expect if he/she fails. Consequences must be attainable and appropriate for the given situation and desired goal.

5. Staffings

Periodic staff meetings, if possible, should be held to insure that all staff members work together as a team to help the BD student. Program reviews are required at least annually for all special education students and are usually set up by the special educators. However, frequent, short, informal meetings to exchange information about the student, develop consistent teaching practices, and monitor the student's strengths and weaknessess can be coordinated by the counselor.

Parents and students, if appropriate, should be active participants in the formal and informal special education program reviews. If necessary, parents can be taught behavior management techniques that will reinforce the behaviors being shaped at school.

--Mark Weston, Midwest Regional Resource Center, Drake University, Des Moines, Iowa.

Resources used...

The Handicapped Student in the Regular Classroom, Bill R. Gearheart and Mel Weishahn, C.V. Mosby Co., St. Louis, Mo., 1980.

Alternative Teaching Strategies - Helping Behaviorally Troubled Children Achieve, Marshall Swift and George Spivak, Research Press, Champaign, IL, 1975.

Behavior Disorders: Helping Children with Behavior Problems, Thomas Fairchild and A. Lee Parks, Learning Concepts, Austin, Texas, 1976.

Postscripts...

Alternative Teaching Strategies - Helping Behaviorally Troubled Children Achieve, Marshall Swift and George Spivak, Research Press Co., 2612 N. Mattis Avenue, Champaign, Illinois, 217 pages, $6.95.

This book was written to aid counselors and educators in assessing and programming for children who display behaviors which impede learning. The book provides two major kinds of information including: specific information about overt classroom behaviors that affect or reflect academic success or failure, and information and suggestions about alternatives and academic achievements.

The book focuses on specific behaviors, behavior groupings, and total behavior patterns such as: the overreliant, intellectual dependent student; the impatient, unreflective child; the restless, socially overinvolved student and others.

ANNOUNCING...

4

SUMMER COURSES FOR COUNSELORS!

Counseling Special Students Seminar

The CSS Seminar to be held this summer at Drake University will provide opportunities for school counselors to further develop their skills in working with handicapped students. Participants will develop and experience strategies for facilitating positive interaction between handicapped and non-handicapped students. Individual and group counseling strategies and formats will be presented.

Exploration of the Individualized Educational Program (IEP) process and the counselor's role in formulating and implementing these documents will occur. Participants will examine their current special education role in their school and develop procedures for playing a more active part in that program. Participants will receive assorted handouts, and have opportunities to review current special education and counseling monographs.

The seminar will consist of 45 contact hours for which participants will be eligible to receive three hours of graduate credit from Drake University. Classes will meet from 8:00 a.m to 5:00 p.m. Monday through Friday and 8:00 a.m. to 12:00 on Saturday. The seminar will be held during the week of July 13 - 18, 1981.

For more information contact: Mark Weston, Counseling Special Students, Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311. A registration brochure will be mailed later this spring.

Topical Seminar in Counselor Education

A two-day course, "Topical Seminar in Counselor Education", will be offered August 18 & 19, 1981 at the Arrowhead AEA in Fort Dodge. The seminar will focus on the counseling and guidance methods appropriate for use with special students. The secondary school special student population, especially mentally and learning disabled, will be emphasized.

Topics that will be covered in the seminar include:

- Myths and facts about mentally and learning disabled students;
- Assessment methods (i.e. job readiness ratings, interest inventories, interview topics);
- Information methods (i.e. job experience, field trips, special sources);
- Planning methods; and
- Group/Classroom methods for special and general education students.

Participants will be asked to read professional literature before the seminar meetings, contribute to discussions and complete two written projects after the meetings.

For more information about the course contact: Dr. David A. Jepsen, Division of Counselor Education, 368 Lindquist Center, University of Iowa, Iowa City, Iowa, 52242, (319) 353-3371. For registration information contact: Guy Olsen, Guidance Consultant, Arrowhead AEA, 1235 5th Ave. South, Fort Dodge, Iowa, 50501, 1-800-362-2183.

Activity-Of-The-Month

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The concept of least restrictive environment has an effect on students who are not receiving special education programs or services. Increasing awareness of and sensitivity to handicapped people is an important part of general education. The self-awareness inventory and the group discussion questions that follow are two suggested activities that counselors and educators may want to use as a part of a handicapped awareness program. The inventory was designed to be administered to a general education class to measure the level of acceptance of handicapped students. There are no right or wrong answers, the important part is the student's feelings about his/her answer. The group discussion questions may be used in conjunction with the self-inventory or they may be conducted as a separate activity.

Self-Awareness Inventory for Non-Handicapped Students

The following statements were developed from comments made by non-handicapped and handicapped students. Circle "A" if you agree, "D" if you disagree.

1. I am aware of students in my class who receive help in special education A D
2. Students who receive help in special classes are often called names in my school. A D
3. Only dummies need help in special classes. A D
4. People with physical disabilities are hard to look at and accept as normal. A D
5. I am uncomfortable talking to or being with students who are in special classes. A D
6. I have friends who are handicapped. A D
7. It is more difficult to accept a handicapped student than a non-handicapped student. A D
8. My friends and I accept students with disabilities in our social group. A D
9. I feel I am sensitive to the feelings of others. A D
10. Handicapped students are more comfortable with other handicapped students in a special class. A D

Group Discussion Questions for Non-Handicapped Students

1. In assessing your own feelings, do you think you have prejudices about handicapped people?
2. Are students who participate in special class programs labeled and called names?
3. Are students helpful or resentful of students who are behind the general level of the class?
4. Is it natural for students to make fun of students who are different?
5. Would most of your friends make fun of you if you were friends with a person in a special program?
6. Are handicapped students or students with disabilities viewed as normal?
7. What special programs does your school have for students with educational disabilities?
8. Would you be able to accept a handicap if you suddenly acquired an educational, mental, emotional, or physical disability through accident or illness?
9. Does society in general have a rigid statement for what is considered normal?
10. How can you personnally increase the acceptance of students in special programs or students with handicaps?

From: The Challenge of Acceptance, Diane Finley, Thomas Jeschke, Midwest Regional Resource Center, Drake University, May 1980.

CSS WORKSHOPS: ABOUT THE PRESENTORS

Presentors have been selected for the upcoming CSS Workshops to be held April 21, 22, and 23 in Storm Lake, Ames, and Cedar Falls. Hazel Loucks will conduct the session on "Individual Counseling with Special Students", Etta M. Rosen on "Group Counseling with Special Students" and Dr. David A. Jepsen will facilitate the "Counselor's Role in Special Education".

Hazel Loucks in currently a high school counselor in Edwardsville, Illinois. Hazel has worked as a consultant and workshop presentor for the Technical Education Research Center, Cambridge, Massachusetts. Hazel will also be a presentor at the 1981 APGA Convention in St. Louis.

Etta Rosen is a consultant and school psychologist for two public schools in Massachusetts and is currently working in the areas of individual and group counseling of children with special needs. She has served as a guidance counselor, a reading specialist, and classroom teacher.

Dr. David Jepsen is a counselor educator at the University of Iowa. He has worked as a school counselor in both Iowa and Wisconsin and is a member of this year's CSS advisory board.

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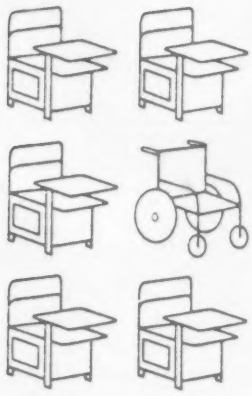

COUNSELING SPECIAL STUDENTS

NO. 7

COUNSELORS, SPECIAL & GENERAL EDUCATORS... ALL WORKING TOGETHER

"It is imperative to develop the attitude we are involved and responsible, rather than we are again being told."

Shirley Henry used these words in an earlier article of the Counseling Special Students newsletter (March 1981) as she was describing an attitude which is important for educators to foster in groups of nonhandicapped students in efforts to build their acceptance of handicapped students. But how often have you heard just part of these same thoughts, "we are being told", spoken by disgruntled classroom teachers following student staffing or IEP development meetings?

The same attitude is important to foster in classroom teachers in assisting them to use the help of special educators. They must feel involved and responsible. The counselor is in a unique and important position to foster this attitude on part of classroom teachers and to assist special educators to help---not tell classroom teachers what to do.

Mrs. Henry went on in her article to describe counseling sessions with nonhandicapped students that focused on problem solving and building self-esteem. Will the same type of sessions focusing on problem solving and building self-esteem work with classroom teachers and special educators? I think so.

Each time general and special educators meet to discuss a student's educational program could be viewed by the counselor as a group counseling session. The counselor could serve as a buffer, mediator, clarifyer, or fact finder in these sessions. The counselor could monitor the effectiveness of the communication at the meeting and introduce problem solving techniques that are part of any directed group activity. The self-esteem of educators could be enhanced and any threats felt by participants could be minimized by the counselor using the same techniques usually employed in such sessions with students. Some specific examples follow:

continued next page...

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1. Assist the classroom teacher to identify concerns and and help the special educator see they are legitimate;
2. Clarify special education jargon or ask that it be clarified to insure communication;
3. Let some comments be directed to you and through you;
4. Serve as the objective observer who facilitates an exchange of information about the special education student's performance across school environments;
5. Suggest that the classroom teacher first observe the student in the special education setting prior to the special educator doing observation in classroom settings;
6. At the secondary level, reaffirm that the classroom teacher is the content expert; the special educator will be most helpful to them in adapting materials, instructional methodology and establishing student skills and competencies;
7. Offer specific suggestions about a student's course schedule and follow up with the student, especially if the student is being considered for initial integration; and
8. Summarize discussion and restate commitments made by classroom teachers and special educators about a student's educational program. This will help prevent the "I thought you were going to do it" syndrome.

Counselors, classroom teachers and special educators can work together to develop improved education for the handicapped students. All can feel involved and responsible, but this attitude won't just grow. It must be nurtured. Counselors are in a unique position to help this happen by using the same counseling skills and techniques normally employed with students.

--Carol Bradley, Chief, Special Education Instructional Services, Department of Public Instruction, Des Moines, Iowa

CSS SUMMER SEMINAR ...

ABOUT THE PRESENTORS

Presentors have been selected for the upcoming CSS Seminar to be held this summer at Drake University. They are as follows:

Dena Goplerud, a former special education teacher and currently IEP consultant for the Midwest Regional Resource Center;

Drs. Joyce D. Shaffer and Jane E. Bell, both are educators, both are parents, and Joyce has a handicapped child. Their speaking engagements and workshop presentations have won them a wide audience of educators;

Dr. J. Jeffries McWhirter, a counselor educator at Arizona State Unversity. Dr. McWhirter has given speeches and workshops throughout the country on communication and counseling skills and has authored numerous articles;

Mark E. Weston, a former high school counselor and presently coordinator of the Counseling Special Students project.

This seminar is for Iowa school counselors who want to further develop their skills in working with handicapped students.

It will consist of 45 contact hours for which participants will be eligible to receive three hours of graduate credit from Drake University. Classes will meet from 8:00 a.m. to 5:00 p.m. Monday through Friday and 8:00 a.m. to 12:00 p.m. on Saturday during the week of July 13 - 18, 1981. The seminar will be held at the Drake Olmsted Center, Des Moines, Iowa. The cost of the seminar is $150.

For more information contact: Counseling Special Students, Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311, 515/271-3936. A registration brochure is forthcoming.

Activity-Of-The-Month

3

Ice Breaker Activity

1. FDR (physically handicapped), Helen Keller (vision and hearing impaired), Ray Charles (vision impaired), Moshe Dayan (vision impaired)

2. Roy Campanella (physically handicapped), Wilma Rudolph (physically handicapped), Ronnie Millsap (vision impaired)

3. Stevie Wonder (vision impaired), Mel Tillis (speech impaired), Nanette Fabre (learning disabled), Alexander the Great (epilepsy)

4. Beethoven (hearing impaired), Itzhak Perlman (physically handicapped), Vincent Van Gogh (vision impaired), Louis Braille (vision impaired)

5. George Wallace (physically handicapped), Napoleon (epilepsy), Julius Caesar (epilepsy), Queen Victoria (hemophillia)

6. Sen. Bob Dole (physically handicapped), Bruce Jenner (learning disabled), Alexander Graham Bell (hearing impaired), Thomas Edison (hearing impaired)

7. "Captain Hook", "Hunchback of Notre Dame", Wild Boy of Aveyron", "Peg Leg Pete"

Give these instructions:

-"Number your paper from 1 - 7 "

-"Put the name you most prefer to be called by in the top right hand corner "

-"Choose one of the four people from each group I read to you, whom you most prefer spending time with today "(don't read the handicapping condition)

When those are completed say:

-"Move about the room, try to find someone with a list exactly like yours or completely opposite. Introduce yourself to each other. "

- After ten minutes, reconvene.

- Process this activity by asking:

  - "Did anyone find someone with a list just like yours? "

  - "What did you notice about our group? "

  - "What are you aware of regarding the people you could choose to spend time with? "

Expectations

At the recent Counseling Special Students Regional Workshops, the following list of "expectations" was presented.

What A Special Education Student Has A Right to Expect From A Counselor...

1. Communication. Someone with whom effective, two-way communication is possible.
2. Understanding. Someone who will distinguish me as an individual from all other students on the basis of my behavior (rather than rumors, myths, stereotypes, or textbook generalizations.
3. Respect. Someone who demonstrates respect over a long period of time for my preferences, values and needs.
4. Resources and Information. Someone who can provide me with ready access to special resources and information that may help me to achieve my goals.
5. Special Skills. Someone who has special skills (i.e., different from those of teachers, principals, and other support services) that may help me learn appropriate academic, social-emotional, and vocational behavior.
6. Advocacy. Someone who is loyal and supportive to me when my rights to education or employment are denied and/or when I challenge decisions about my school or job placement.
7. Cooperation with Other Educators. Someone who works together with principals, teachers, psychologists, special education teachers, social workers and others to develop, implement and evaluate my individualized education program (IEP).
8. Teaches Peers. Someone who will actively teach students in my school(and maybe some of the teachers) how to understand individual differences as applied to several characteristics, and how to respond constructively to disabilities and handicaps.
9. Teaches Parents. Someone who will offer my parents an opportunity to learn new ways to understand my disability and help me cope with the handicaps I encounter.
10. Adapt School Structure. Someone who will initiate and follow-through on actions designed to alter school programs and rules in order to accomodate my particular needs.

--Dave Jepsen, Professor, Counselor Education, University of Iowa, Iowa City, Iowa.

Postscripts...

The Learning Disabled Child - A School and Family Concern, J. Jeffries McWhirter, Research Press Co., 2612 N. Mattis Avenue, Champaign, Illinois, 61820, 1977, 222 pages.

The author's three purposes for writing this book are: 1) to make a personal statement to parents and educators about learning disabilities, 2) to clarify educational and psychological theories, and 3) to describe specific activities that can help disabled children at home and school.

Part I, consisting of eight chapters, deals with educational issues. Visual, hearing and hyperactivity are the three specific disabilities described. Activities and games to use with each of these disabilities are outlined in detail for parents, teachers, and counselors.

Part II consists of five chapters dealing with psychological information. The author discusses the emotional pressures on the learning disabled child and ways to build self-esteem.

The Part III consists of three chapters written specifically for the counselor. These chapters discuss how integration of the disabled child's home and school life can take place in terms of educational programs for parents, guidance approaches for counselors to use with families, and awareness programs for parents of disabled children.

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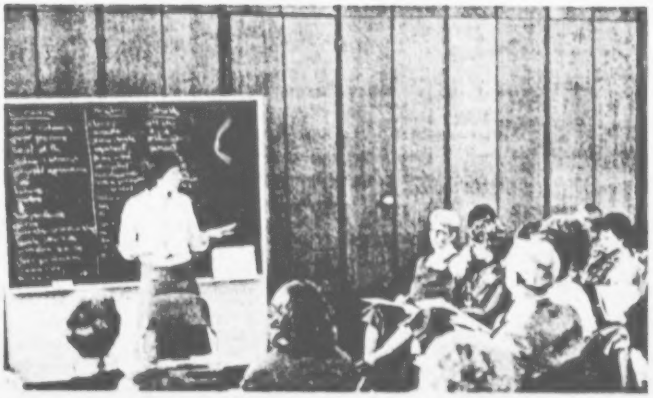
CSS Workshops...

FLASHBACK



Timelines...

CSS Summer Seminar will be held July 13-18, 1981 at the Drake University Olmsted Center. For more information contact: CSS, Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 50311, 515/271-3936.

A two-day course, Topical Seminar in Counselor Education, will be offered August 18 & 19, 1981 at the Arrowhead AEA in Fort Dodge. For more information contact: Dr. David A. Jepsen, Division of Counselor Education, 368 Lindquist Center, University of Iowa, Iowa City, Iowa, 52242, 319/353-3371.

Just A Note

As this is our last newsletter for this school year, please help us by filling out the enclosed evaluation form. Thank you and have a Happy Summer!!!

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